

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - February 25, 2008 - 4:00 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

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# 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**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Work Session – February 25, 2008**

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

**COMMENTS BY:** Board Chair Moroz

	<b><u>PRESENT</u></b>	<b><u>ABSENT</u></b>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. Gary W. Landis	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Bob J. Ostlund, Ex Officio	_____	_____

## **Executive Summary of the Enrollment Projection Report, January 2008** *(Prepared by Barbara Lukermann, FAICP)*

**Maintaining a stable enrollment in district schools will be dependent on maintaining a large net gain of students through open enrollment:**

- Greater than anticipated decrease in the size of the entering kindergarten class (592 – a decrease of 80 students) versus a projected range between 603 and 660 students. Current kindergarten class has 140 fewer students than average enrollments in grades 1-5 and 175 fewer than the current 12<sup>th</sup> grade class
- Stable resident student base (8,800) but more resident students are selecting other school options (20% vs. 16% last year)
- Enrollment of 1,040 non-resident students allows district to maintain a stable enrollment base (net in-migration of 90 students this past year – 38 in elementary and 51 in middle schools)

**The income profile of resident households and the reputation of educational excellence of the school district have to some extent sheltered the district from the worsening crisis in the housing market and weak job creation in the state**

- Metro housing sales in 2007 down 29% but new permits for single family homes in Plymouth and Maple Grove remained at around 300 units. The 29% decrease in town home and condo permits (267 to 192) will have less impact on future enrollments as few families with school age children are purchasing these units.
- Developers expect to see a robust housing market in 2008, primarily for single family homes (272 single family and 92 town homes projected)
- Average of 190 single family and 90 town home units a year expected over next four years from known projects
- Three-quarters of new units will be in the Plymouth Creek and Kimberly Lane attendance areas. Kimberly Lane expected to capture approximately half of all new single family homes.
- Greenwood and Gleason Lake areas will be the only other parts of the district experiencing growth in new single family homes
- Turn-over of older units in other parts of the district will be slow. Decreasing home prices and the credit crunch will likely reduce mobility and thus the pace of resale of existing units.

**Short Term Projections are primarily influenced by four factors: existing differences in class size across the grades, net in-migration of new families, the size of the entering kindergarten class and the number of non-resident students selecting district schools.**

- Kindergarten class sizes are projected to range between a high of 652 to a low of 612 in 2011 based on prior births. Fewer births in 2006 in both Hennepin County and

district cities run counter to a significant increase in the number of births across the state. Peak kindergarten class should be in 2009.

- Without net in-migration of school age children into the district and shifts in school choice of resident families, the differences in class size between entering kindergarten and prior graduating senior students would cut enrollments between 110 and 200 students in each of the next five years. Projected net in-migration from population growth and school choice is projected to be between 130-150 students a year.

### Comparison between several projection models produces relatively stable enrollments over the five year period:

		Table 16	Comparison between the Models in 2012								
			Housing	Numeric	Grade P. 5yr av.	Grade P. Outliers	Difference	Merged GP 5y av.	Merged GP Out.	Difference	
2007 Enr.	4,264	<b>Kg-5th</b>	4,142	4,035	4,081	3,989	153	4,086	4,055	31	
	2,401	<b>6th-8th</b>	2,498	2,512	2,522	2,487	35	2,511	2,499	12	
	3,214	<b>9th-12th</b>	<b>3,239</b>	3,239	3,239	3,230	1	3,239	3,236	3	
	9,879	<b>TOTAL</b>	<b>9,879</b>	<b>9,786</b>	<b>9,842</b>	<b>9,706</b>	<b>189</b>	<b>9,836</b>	<b>9,790</b>	<b>46</b>	
<i>Includes the FAIR and IDD students</i>											
		Comparison between Current and Prior Projections for 2011									
			Current	Prior Projections		Difference					
		<b>Housing</b>	9,955	9,977		-22					
		<b>Numeric</b>	9,837	9,848		-11					
	<i>Outlier</i>	<b>Grade P.</b>	9,706	9,762		-56					
		<b>Merged</b>	9,891	9,862		29					

- A “worst case” two-percent reduction to the low kindergarten class size reduces the elementary enrollment to 3,874 in 2012 – loss of 390 students.
- Middle school enrollment increases slightly to 2,500
- High school enrollment remains stable through the five years, reaching a high in 2010.

Projections lead to a decrease in the share of the total population aged 5-17 years from 20.2% in 2000 to 18.5%. This is viewed as a “reasonable” demographic shift as aging in place occurs.

Table 18	Demographic Change 2000-2012						
	Households	Hh /size	Population	District Enr.	Enr. As % pop.	All resident students % pop.	
2000	20,249	2.6	53,366	9,313	17.5%	20.2%*	
2007	22,250	2.5	55,625	9,879	17.8%	19.1%	
2012	23,350	2.45	57,208	9,835	17.2%	18.5%	
<i>Note: assumes 1,000 non residents are enrolled in district schools and 80% of all resident students attend district schools.</i>							
<i>Merged model enrollments used</i>							
<i>* percent aged 5-17 years from US Census</i>							
<i>New households estimated from housing starts model</i>							

**Extrapolated enrollments to 2020 are fraught with the potential for error and are based on the potential for the school district to increase its number of households in northwest Plymouth and southern Maple Grove as documented in the cities' updated comprehensive plans.**

### **Housing Model**

- Maple Grove adds 400 housing units between 2007 and 2020
- Plymouth adds 3,500 housing units
- 70% of these units are single family
- Kindergarten enrollments increase at 1% per year
- Stable housing market and metro job growth attracts in-migration of households

### **Numeric Survival Model**

- Merged model for 2012 applied to the forecast
- Numeric survival numbers by grade (derived from the short term projection) applied to final 8 years
- Two kindergarten assumptions: 0.5% *increase* and 0.5% *decrease*

<b>Table 22</b>	<b>Comparison between Projections in 2020</b>						
		<b>A</b>	<b>B</b>	<b>C</b>		<b>Average</b>	<b>Average</b>
	<b>2007</b>	<b>Housing</b>	<b>Merged</b>	<b>Merged</b>		<b>A &amp; B</b>	<b>A+B+C</b>
	<b>Enrollment</b>	<b>Starts</b>	<b>Kg inc.</b>	<b>Kg. dec.</b>			
<b>Kg-5th</b>	4,264	4,389	4,181	3,977		4285	4182
<b>6th-8th</b>	2,401	2,356	2,315	2,297		2336	2323
<b>9th-12th</b>	3,214	3,242	3,212	3,212		3227	3222
<b>TOTAL</b>	<b>9,879</b>	<b>9,987</b>	<b>9,708</b>	<b>9,486</b>		<b>9848</b>	<b>9727</b>

### **Findings**

- District will approach full development by 2020, increasing its households by 18% over current estimate of 22,250.
- Total population is expected to increase to 63, 00 by 2020 – increase of 13% due to a smaller number of persons per household
- Housing starts model reduces the proportion of population aged 5-17 years to 17.9%
- Numeric survival models reduce the share to around 16.5%.

### **Conclusion**

All three projected “futures” are possible. A slower rate of growth, a larger market share of town homes and senior housing in new developments or a less robust regional economy would result in enrollment decline rather than a stable enrollment base.

# **Enrollment Projections Wayzata Area School District 284**

*Prepared by:*

*Barbara Lukermann, FAICP  
January 2008*

## Introduction

The following report provides an updated five year projection for the school district as a whole and includes an extrapolation of enrollments to 2020 based on the demographic composition of the district and assumptions on mobility, student choices and the regional economy.

### *Comparison between projected and Actual Enrollments*

Actual enrollments in October 2007 were slightly above what was projected. More students enrolled in the elementary and middle school but fewer in the senior high grades (Table 1)

**Table 1 Comparison between Projected and Actual Enrollments**

<i>Grade</i>	<b>Merged</b> <i>Projected</i>	<b>Fall 2007</b> <i>Actual</i>	<i>Difference</i>
Kg	632	592	-40
1	703	733	30
2	725	751	26
3	722	740	18
4	721	718	-3
5	737	730	-7
6	753	760	7
7	791	811	20
8	813	830	17
9	868	849	-19
10	813	811	-2
11	791	787	-4
12	776	767	-9
<b>TOTAL</b>	<b>9845</b>	<b>9879</b>	<b>34</b>
Kg-5th	4240	4264	24
6th-8th	2357	2401	44
9th-12th	3248	3214	-34

*Note: Includes FAIR and IDDS students*

The degree of decline in kindergarten enrollments from 681 last year to less than 600 this year was not anticipated, despite the lower number of births in 2002. Projections for the kindergarten class ranged from a low of 603 to a high of 660 applying the housing starts model.

### *Components of Change*

The district has long had a net gain in students from open enrollment and this year over a thousand non-resident students attend district schools as compared with 476 residents choosing other publics (Table 2). The “survival column” lists the change as students age to the next grade and thus tells us whether there is a net in-migration or out-migration from year to year by grade. Total gain in non-resident enrollment is 52 this year but the “survival” of students moving through the system is higher – 38 in the elementary grades

and 51 in the middle school grades. These gains offset a slight decrease in the number of resident students attending district schools between 2006 and 07.

Table 2	Change in Open Enrollment				Survival 06-07	Change in Resident Enrollments				Change 2006-07	
	into District 284			Grade		2005			2006		
Grade	2005	2006	2007		Grade	2005	2006	2007	Grade	2005	2006
Kg.	74	48	59	Kg.	600	625	533	Kg.	600	625	533
1	79	78	62	1	638	640	671	1	638	640	671
2	60	71	88	2	644	634	663	2	644	634	663
3	74	75	77	3	636	634	663	3	636	634	663
4	58	75	73	4	666	641	645	4	666	641	645
5	57	63	74	5	677	662	656	5	677	662	656
6	60	70	89	6	710	685	671	6	710	685	671
7	59	85	97	7	743	707	714	7	743	707	714
8	78	95	83	8	776	750	747	8	776	750	747
9	66	81	87	9	744	731	762	9	744	731	762
10	63	83	81	10	741	723	730	10	741	723	730
11	74	80	93	11	714	710	694	11	714	710	694
12	88	86	79	12	705	712	688	12	705	712	688
TOTAL	890	990	1042	TOTAL	8994	8854	8837	TOTAL	8994	8854	8837
Kg-5th	402	410	433	Kg-5th	3861	3836	3831	Kg-5th	3861	3836	3831
Gr.6-8	197	250	269	Gr.6-8	2229	2142	2132	Gr.6-8	2229	2142	2132
Gr.9-12	291	330	340	Gr.9-12	2904	2876	2874	Gr.9-12	2904	2876	2874
Source:	District Offices				Note:	Includes IDDS and FAIR students					

The huge loss of resident kindergarten students is offset by large gains in the other elementary grades resulting in a stable total elementary enrollment. Gains in 9<sup>th</sup> grade are mainly due to a larger 8<sup>th</sup> grade moving up.

The proportion of resident students choosing to attend district schools has decreased from a previous 84% to 80% this year (Table 3). Fourteen percent of students living in the district attend private schools.

Table 3	Share of Resident Students Attending District Schools, Fall 2007						
	Home	Private	Other P.	District Schools	All Residents	% at District Schools	
Kg.	1	73	31	533	638	84%	
1	5	118	30	671	824	81%	
2	11	144	36	663	854	78%	
3	13	140	30	663	846	78%	
4	15	133	36	645	829	78%	
5	11	136	44	656	847	77%	
6	19	146	38	671	874	77%	
7	11	120	36	714	881	81%	
8	20	135	29	747	931	80%	
9	12	131	25	762	930	82%	
10	7	109	42	730	888	82%	
11	7	102	48	694	851	82%	
12	5	113	51	688	857	80%	
TOTAL	137	1600	476	8837	11050	80%	
Kg-5th	56	744	207	3831	4838	79%	
Gr.6-8	50	401	103	2132	2686	79%	
Gr.9-12	31	455	166	2874	3526	82%	
Source:	District Records						

Net in-migration of students attending district schools (resident and non-resident and including IDS and FAIR) has dropped slightly this past year but is still higher than the four or three-year averages.

<b>Table 4</b>	<b>Numeric Survival Trends</b>							
<b>Grade</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>4yr. Ave</b>	<b>3yr. Ave</b>
<b>K-1</b>	39	55	30	23	33	59	36	38
<b>1-2</b>	3	11	-4	8	15	34	13	19
<b>2-3</b>	19	21	20	33	20	36	27	30
<b>3-4</b>	20	11	17	21	0	8	12	10
<b>4-5</b>	-11	23	-18	7	<b>33</b>	6	7	15
<b>5-6</b>	35	27	19	51	12	26	27	30
<b>6-7</b>	11	2	39	14	<b>42</b>	41	34	32
<b>7-8</b>	6	2	-2	7	<b>29</b>	28	16	21
<b>8-9</b>	2	47	28	12	18	-5	13	8
<b>9-10</b>	10	20	-5	-20	24	1	0	2
<b>10-11</b>	-18	-21	-31	-29	5	-17	-18	-14
<b>11-12</b>	-34	-59	-54	-16	2	-21	-22	-12
<b>Net Migr.</b>	<b>82</b>	<b>139</b>	<b>39</b>	<b>111</b>	<b>233</b>	<b>196</b>	<b>145</b>	<b>180</b>
<b>K-5th</b>	70	121	45	92	101	143	95	112
<b>6th-8th</b>	52	31	56	72	83	95	77	83
<b>9th-12th</b>	-40	-13	-62	-53	49	-42	-27	-15

### *Conclusions*

- Net in-migration of students at both elementary and middle school grades is the result of school choices and mobility of families with children. Over the past five years established families with young children have moved up into the higher priced housing built in the school district and there has been strong demand for the older existing units. It is thus likely that the net in-migration levels will fall until the local housing market stabilizes. In-migration from other schools into first grade and middle school should continue at prior levels.
- Maintaining a stable enrollment in district schools will be dependent upon maintaining a large net gain through open enrollment. The high scholastic reputation of the district is a significant magnet for attracting non-resident students as well as new residents.
- The current small number of **kindergarten students resident in the district** (638) is almost 200 fewer than in the higher elementary grades. Decreases in the elementary grades should be anticipated in the next five years unless there is a strong net in-migration of families with pre-school and elementary aged children or the district admits a greater number of non-resident students. The current census data base lists 571 children aged 4 - seven more than the number of five-year olds. The census obviously under counts the pre-school population but the counts in this cohort in recent years have been downward. On the plus size the census lists far more one-year olds (517) than the three and two-year olds.

## Development Trends

Based on new housing sales, 2007 was the worst year for the Twin Cities metro region in more than a decade (8,961 permitted units vs. 19,000 in 2003 as listed in *the Pioneer Press, January 8, 2008*). Total sales were down 29% over 2006 (*Builders Association of the Twin Cities*)

Foreclosure increases, a large inventory of existing homes for sale, a housing credit crunch, an increasing rate of unemployment to 5% and tepid job increases at both the national and regional level are all curbing the exuberant housing market that existed in the first half of the decade. This past year has seen slight decreases in local housing prices and longer times to sell off the inventories of new and existing homes. The outlook for the Twin Cities metro area is for the current slow down in the sale of new and existing homes to continue through 2008.

Wayzata, Plymouth and Maple Grove, however, have been less impacted than most of the suburban communities by these trends. Data for 2007 on metro foreclosures is not yet available but the numbers have been rising rapidly. The 2006 data shows no foreclosures for Wayzata, 72 for Plymouth and 79 for Maple Grove. The more significant factors for district communities are the slow growth in the regional job market and less incentives for households to move until prices stabilize. A slow down in migration of households from other parts of the country into the Twin Cities will occur as the rate of job growth declines.

Building permits during 2007 for both Plymouth and Maple Grove are down -- 6% in Plymouth and -21% in Maple Grove. The declines are for town home units in Maple Grove and condos in Plymouth. Single family units have remained stable.

**Table 5**      **New Building Permits 2005-07**

<i>Plymouth</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Single Fm.	166	117	105
Town H	31	39	114
Condos	170	80	4
<b>Total</b>	<b>367</b>	<b>236</b>	<b>223</b>

<i>Maple Gr.</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>
Single Fm	209	201	203
Town H	70	37	4
Condos	173	111	70
<b>Total</b>	<b>452</b>	<b>349</b>	<b>277</b>

Source:      *City Building Inspections*

As in previous years District staff contacted all major builders in the district to get their estimates of absorption of new units over the next four years. See a summary list by elementary attendance area (*Table 6*) and a detailed listing by plat within each elementary attendance area (*Table 7*). Note that these data represent **actual housing starts**, not permits.

Table 6	Projected New housing starts			2008-2011	Allocation of Units by Elementary Area	
	Single F.	Mult. F.	Total		% all units	% S.F. units
Kimberly Lane	363	80	443	40%	47%	
Plymouth Creek	183	224	407	36%	24%	
Oakwood	0	4	4	0%	0%	
Greenwood	121	0	121	11%	16%	
Gleason Lake	91	0	91	8%	12%	
Birchview	10	15	25	2%	1%	
Sunset Hill	0	28	28	3%	0%	
<b>TOTAL</b>	<b>768</b>	<b>351</b>	<b>1119</b>	<b>100%</b>	<b>100%</b>	
Source:	District Survey		Oct-07			

### Findings

- Developers still expect to see a robust housing market in the school district during 2008, primarily for single family homes – anticipating absorption of 272 single family homes and 92 town homes.
- Vacant lot inventory is down (from 1,452 in 2006 to 1,134 in 2007). This reflects reluctance from the national builders to start new projects until their inventories are reduced. However, the inventory still provides a 3 to 4 year supply of lots to support growth.
- Over the next four years developers anticipate building a total of over eleven hundred units with the single family market capturing almost seventy percent. The declining town home sales will have less impact on enrollments since the majority of buyers of such units tend to be either single, younger couples without children or empty nester households
- An average of approximately 190 single family homes and 90 town home units a year are projected from known projects. Additional projects could come on the market after 2009.
- Three quarters of all new units will be in the Plymouth Creek and Kimberly Lane attendance areas. Kimberly Lane is expected to have almost half of all new single family homes built in the school district.

Table 7	Projected New Housing Units By Elementary Attendance Area						TOTAL
	Vacant Lots	Oct. 2007	2008	2009	2010	2011	
<b>KIMBERLY LANE</b>							<b>2008-11</b>
<i>Single Family units</i>							
Bonaire	47	47	0	0	0		47
Bonaire II	95	25	30	25	15		95
Prominace Woods	26	13	13	0	0		26
Edgewater Estates	77	17	30	25	5		77
New Fieldstone Meadows	98	25	35	25	13		98
Sunset Ridge	20	2	6	7	5		20
<i>Sub-total</i>	<b>363</b>	<b>129</b>	<b>114</b>	<b>82</b>	<b>38</b>		<b>363</b>
<i>Town Home/Condo Units</i>							
Fieldstone Parking TH	80	15	15	25	25		80
<i>Sub-total</i>	<b>80</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>25</b>		<b>80</b>
<b>PLYMOUTH CREEK</b>							
<i>Single Family Units</i>							
Seven Greens #2	16	7	9	0	0		16
Taryn Hills	167	65	50	35	17		167
<i>Sub-total</i>	<b>183</b>	<b>72</b>	<b>59</b>	<b>35</b>	<b>17</b>		<b>183</b>
<i>Town Home/Condo Units</i>							
Timber Creek Crossing TH	21	21	0	0	0		21
Seven Greens #2	10	7	3	0	0		10
Taryn Hills	193	20	30	50	50	43	193
<i>Sub-total</i>	<b>224</b>	<b>48</b>	<b>33</b>	<b>50</b>	<b>50</b>	<b>43</b>	<b>224</b>
<b>OAKWOOD</b>							
<i>Town home units</i>							
Gravierre	4	4	0	0	0		4
<i>Sub-total</i>	<b>4</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>GREENWOOD</b>							
<i>Single Family units</i>							
Churchill Ridge	5	3	2	0	0		5
Bridgewater	116	40	36	25	15		116
<i>Sub-total</i>	<b>121</b>	<b>43</b>	<b>38</b>	<b>25</b>	<b>15</b>		<b>121</b>
<b>GLEASON LAKE</b>							
<i>Single Family units</i>							
Serenity on Hadley L.	2	2	0	0	0		2
Enchanted Woods	15	0	0	0	0		0
Willow Ridge	5	2	3	0	0		5
Locust Hills	47	10	15	15	7		47
Rusten Wood	19	3	6	7	3		19
Cosby Cove	2	2	0	0	0		2
Portico on the Green	16	5	6	5	0		16
<i>Sub-total</i>	<b>106</b>	<b>24</b>	<b>30</b>	<b>27</b>	<b>10</b>	<b>0</b>	<b>91</b>
<b>BIRCHVIEW</b>							
<i>Single Family units</i>							
Executive Woodlands	10	4	3	3	0		10
<i>Sub-total</i>	<b>10</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>0</b>		<b>10</b>
<i>Condos</i>							
Yellowstone trail	15	15	0	0	0		15
<i>Sub-total</i>	<b>15</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>15</b>
<b>SUNSET HILL</b>							
<i>Apartments/Condos</i>							
Charles Cudd	28	10	5	6	7		28
<i>Sub-total</i>	<b>28</b>	<b>10</b>	<b>5</b>	<b>6</b>	<b>7</b>		<b>28</b>
<b>TOTAL Single Fam.</b>	<b>783</b>	<b>272</b>	<b>244</b>	<b>172</b>	<b>80</b>	<b>0</b>	<b>768</b>
<b>TOTAL TH+C+apt</b>	<b>351</b>	<b>92</b>	<b>53</b>	<b>81</b>	<b>82</b>	<b>43</b>	<b>351</b>
<b>GRAND TOTAL</b>	<b>1134</b>	<b>364</b>	<b>297</b>	<b>253</b>	<b>162</b>	<b>43</b>	<b>1119</b>
<i>Source: New Development Update, District 284</i>							
							<b>S. Family</b>
							<b>69%</b>
							<b>M. Family</b>
							<b>31%</b>
							<b>100%</b>

- Greenwood and Gleason Lake attendance areas will be the only other parts of the district with a significant number of additional single family homes. Enrollment change in the remaining areas will be guided by differences among the grades and current pre-school numbers.

### Assumptions for the Projections

Three different models are run for the five year projections with the following assumptions:

#### *Housing Starts*

The annual absorption of new housing as listed in Table 7 is modified to allocate fewer units to the next two years (75% and 90% respectively) and transfer remaining units to final two years. This assumes that the school district cities will outpace the relatively weak housing market in the metro area during 2008. Inputs into the housing model assume that the listed four year absorption numbers will be realized.

Although permits were slightly down in calendar 2007 the data from the district surveys between 2006 and 2007 show a strong absorption of 365 additional occupied units between October 2006 and 2007 (*Table 8*). These numbers will be inserted into the model to project October 2008 enrollments.

Table 8	New Housing Starts by Elementary Area		
	October 06 to Oct 07		
	Single F.	Multi-Fam	TOTAL
<b>Kimberly Lane</b>	84	14	98
<b>Plymouth Creek</b>	61	142	203
Oakwood	0	4	4
Greenwood	34	0	34
Gleason Lake	9	0	9
Birchview	0	12	12
Sunset Hill	0	5	5
<b>TOTAL</b>	<b>188</b>	<b>177</b>	<b>365</b>
Percent	52%	48%	100%

*Source: New Development Schedules for 2006 and 2007*

#### *Student Factors from new housing*

The updated 2006 student factors developed last year will again be used in the housing starts model (*Table 9*).

**Table 9 Student Factors**

	Single Family		Town Homes		Apartments	
<b>Kg-5th</b>	60%	0.500	36%	0.053	58%	0.058
<b>6th-8th</b>	27%	0.220	26%	0.039	18%	0.018
<b>9th-12th</b>	13%	0.110	38%	0.058	24%	0.024
<b>Total</b>	100%	<b>0.830</b>	100%	<b>0.150</b>	100%	<b>0.100</b>

*Kindergarten Class Size*

Ratios between prior births and the entering kindergarten class five years later will be used to estimate kindergarten numbers over the next five years. Note that actual births in 2006 are less than the estimate of 16,500 used in the prior projections. For the state as a whole the number of births in 2006 was the highest since 1964 with births rising faster for younger women (*December 2007 State Demographic Center* report). The estimate for Hennepin County in 2007 is the number produced by *the Demographic Center* in January 2007. Births in Hennepin County and in the two school district cities, however, have not followed this pattern. The peak kindergarten class size should be in 2009 when births were highest in both the county and cities and then begin to decline.

<b>Table 10</b>	<b>Resident</b>	<b>BIRTHS</b>			<b>KINDERGARTEN 5 YEARS LATER</b>					
<b>Year</b>	<b>HennCo.,</b>	<b>Wayzata</b>	<b>Plymouth</b>		<b>Kindg.</b>	<b>%Henn.</b>	<b>%W+P</b>			
1985	15,906	64	574	<b>1990</b>	606	3.81%	95.0%			
1986	16,042	101	623	<b>1991</b>	596	3.72%	82.3%			
1987	15,910	106	705	<b>1992</b>	564	3.54%	69.5%			
1988	16,594	104	792	<b>1993</b>	625	3.77%	69.8%			
1989	16,762	112	797	<b>1994</b>	641	3.82%	70.5%			
1990	17,131	102	804	<b>1995</b>	629	3.67%	69.4%	<b>Projected Kindergarten</b>		
1991	16,689	87	766	<b>1996</b>	607	3.64%	71.2%	<b>Co. %</b>	<b>City %</b>	
1992	16,230	92	876	<b>1997</b>	628	3.87%	64.9%			<b>Average</b>
1993	15,771	102	860	<b>1998</b>	663	4.20%	68.9%	663	663	663
1994	15,651	112	884	<b>1999</b>	635	4.06%	63.8%	635	635	635
1995	15,317	111	873	<b>2000</b>	680	4.44%	69.1%	680	680	680
1996	15,300	96	829	<b>2001</b>	610	3.99%	65.9%	610	610	610
1997	15,459	96	827	<b>2002</b>	640	4.14%	69.3%	640	640	640
1998	15,669	92	842	<b>2003</b>	652	4.16%	69.8%	652	652	652
1999	15,968	90	856	<b>2004</b>	666	4.17%	70.4%	666	666	666
2000	16,553	93	863	<b>2005</b>	684	4.13%	71.5%	684	684	684
2001	16,800	90	875	<b>2006</b>	674	4.01%	69.8%	674	674	674
2002	<b>16,112</b>	72	<b>765</b>	<b>2007</b>	592	3.67%	70.7%	592	592	592
2003	<b>16,440</b>	88	<b>784</b>	<b>2008</b>		<b>3.90%</b>	<b>71.0%</b>	<b>641</b>	<b>619</b>	<b>630</b>
2004	16,718	84	834	<b>2009</b>		<b>3.90%</b>	<b>71.0%</b>	<b>652</b>	<b>652</b>	<b>652</b>
2005	16,348	78	799	<b>2010</b>		<b>3.90%</b>	<b>71.0%</b>	<b>638</b>	<b>623</b>	<b>630</b>
2006	16,090	77	<b>762</b>	<b>2011</b>		<b>3.90%</b>	<b>71.0%</b>	<b>628</b>	<b>596</b>	<b>612</b>
est. 2007	16,248	75	780	<b>2012</b>		<b>3.90%</b>	<b>71.0%</b>	<b>634</b>	<b>607</b>	<b>620</b>
<i>Source: Minnesota Vital Statistics</i>										
<i>2007 Estimate for Hennepin, State</i>										
<i>Demographic Center, Jan. 2007</i>										

Projected class sizes for the next five years assume a ratio of 3.9 % of county births and 71% of city births (*Table 10*). These relatively conservative assumptions increase the class size for the next three years but the smaller number of births in 2005-07 lead to a slight decline in class size.

An alternative projection for elementary grades reduces the “low” kindergarten class by 2% and applied to the grade progression model.

#### *Numeric Survival Assumptions*

The four year average net migration by grade (*see Table 4*) is applied to the next five years. Note that the prior projections assumed a 3 year weighted average that resulted in a net annual gain of 160 students as compared with 145 net gains for the current projections. The more conservative level of net in-migration is applied to the current projections.

#### *Grade Progression Assumptions*

Two projections are developed for the grade progression model in part due to the very large elementary ratios that occurred between 06 and 07 that increase the elementary net in-migration numbers significantly. The two selected projections applied the outlier removals and the five year average.

Projections based on the final column with outliers removed generate the more conservative set of enrollments.

A “worst case” projection for the elementary grades inputs kindergarten numbers two percent smaller than the low numbers.

Table 11	Progression Ratios		History					Outliers
	02-03	03-04	04-05	05-06	06-07	5yr. Ave,	W. 3 year	Removed
<b>Kg-1</b>	<b>1.0859</b>	1.0460	1.0345	1.0482	<b>1.0875</b>	1.0605	1.0656	1.0429
<b>Gr.1-2</b>	1.0169	0.9942	1.0117	1.0218	<b>1.0474</b>	1.0184	1.0329	1.0112
<b>Gr.2-3</b>	1.0295	1.0303	<b>1.0478</b>	1.0290	<b>1.0511</b>	1.0375	1.0432	1.0296
<b>Gr.3-4</b>	1.0154	1.0232	1.0309	1.0000	1.0113	1.0161	1.0108	1.0161
<b>Gr.4-5</b>	1.0299	<b>0.9752</b>	1.0093	<b>1.0471</b>	1.0083	1.0140	1.0214	1.0158
<b>Gr.5-6</b>	1.0376	1.0240	<b>1.0719</b>	1.0158	1.0354	1.0369	1.0350	1.0282
<b>Gr.6-7</b>	1.0026	1.0523	1.0173	1.0553	1.0532	1.0361	1.0479	1.0361
<b>Gr.7-8</b>	1.0026	0.9974	1.0089	1.0352	1.0349	1.0158	1.0307	1.0158
<b>Gr.8-9</b>	<b>1.0604</b>	<b>1.0361</b>	1.0156	1.0227	<b>0.9941</b>	1.0258	1.0073	1.0192
<b>Gr.9-10</b>	1.0262	0.9939	<b>0.9751</b>	<b>1.0308</b>	1.0012	1.0054	1.0067	1.0071
<b>Gr.10-11</b>	0.9721	0.9604	0.9646	1.0064	0.9789	0.9765	0.9857	0.9765
<b>Gr.11-12</b>	<b>0.9194</b>	<b>0.9262</b>	0.9787	1.0025	0.9734	0.9600	0.9840	0.9849

## Five Year Projections

Six projections are listed on the following pages. Tables 14A and 14B include a grade progression model based where outlier ratios are removed (the same assumptions was used in the prior projections) and a second merged model. A summary of all projections is shown in Table 16 below. The table also compares the current projection totals for 2011 with projections developed last year.

		Table 16	Comparison between the Models in 2012								
			Housing	Numeric	Grade P. 5yr av.	Grade P. Outliers	Difference	Merged GP 5y av.	Merged GP Out.	Difference	
2007 Enr.	4,264	Kg-5th	4,142	4,035	4,081	3,989	153	4,086	4,055	31	
	2,401	6th-8th	2,498	2,512	2,522	2,487	35	2,511	2,499	12	
	3,214	9th-12th	3,239	3,239	3,239	3,230	1	3,239	3,236	3	
	9,879	TOTAL	9,879	9,786	9,842	9,706	189	9,836	9,790	46	
<i>Includes the FAIR and IDD students</i>											
<b>Comparison between Current and Prior Projections for 2011</b>											
			Current	Prior Projections			Difference				
		Housing	9,955	9,977			-22				
		Numeric	9,837	9,848			-11				
	Outlier	Grade P.	9,706	9,762			-56				
		Merged	9,891	9,862			29				

A “worst case” projection for elementary grades reduces the “low” kindergarten numbers by 2% each year and is applied to the grade progression outlier model. *See Table 17.* Under these assumptions enrollment for Kg-5<sup>th</sup> drops to 3,874 by 2012. Kindergarten enrollment hovers around 600 and over the five years reduces total elementary enrollments.

2007	4,264	Kg- 5 <sup>th</sup> enrollments	592	Kindergarten enrollment
2008	4,220		607	
2009	4,209		639	
2010	4,113		610	
2011	3,994		584	
2012	3,874		595	

## Findings

- The housing based model produces exactly the same number of students in 2012 as in fall 2007! The outlier based grade progression model produces a loss of 189 students over the five years.
- All models show a decrease in Kg-5<sup>th</sup> enrollments from the current 4,264 based on smaller kindergarten class sizes moving through the grades. The housing model generates the largest elementary enrollment – a loss of 120 students from current enrollment. The “worst case: elementary projection shows a loss of 390 students (9% drop)

- Middle school enrollment increases from the current 2,400 to 2,500 under the various models.
- High school enrollment stays stable through the five years, reaching a high in 2010 and then decreasing slightly. Using quite different assumptions the different models produce identical senior high enrollments by 2012.
- All models assume continued in-migration of families with children; however the graduating senior high classes are replaced by smaller entering kindergarten classes. The difference in size between these two classes is over 200 students in 2011 and 2012.

### Analysis of Demographic Change Implied in Projections

In the table below changes in the number of school district households and total population between 2000 and 2012 are compared against actual and projected enrollment change to calculate estimated shares of the total population in the school-age cohorts. The reasonableness of the projected 2012 enrollment should be evaluated in terms of how the projections impact the age structure of the district. The projected drop in the share of the total population aged 5-17 years from 20.2% in 2000 to a projected 18.5% (merged projection applied) fits with the projected decreases in the proportion of all households with school-age children for both the regional and local areas.

#### *Assumptions for the calculations:*

- Number of new housing starts between 2000 and 2012 are applied from the estimates used in the housing starts model
- Household size decreases from 2.6 to 2.5 over the twelve years
- Non-resident enrollment remains at 1,000 students
- 80% of district students attend the district schools

Table 18	Demographic Change 2000-2012			District Enr.	Enr. As % pop.	All resident students % pop.	
	Households	Hh /size	Population				
2000	20,249	2.6	53,366	9,313	17.5%	20.2%*	
2007	22,250	2.5	55,625	9,879	17.8%	19.1%	
2012	23,350	2.45	57,208	9,835	17.2%	18.5%	
<i>Note: assumes 1,000 non residents are enrolled in district schools and 80% of all resident students attend district schools.</i>							
<i>Merged model enrollments used</i>							
<i>* percent aged 5-17 years from US Census</i>							
<i>New households estimated from housing starts model</i>							

**Conclusions**

The school district is on the cusp of either stabilizing enrollment with a large number of non-resident students choosing to attend district schools or experiencing decreases in the elementary grades. It is unlikely that a larger proportion of resident students will select district schools. While the total population of the district will increase and new families with children will move into the Plymouth/Maple Grove/Medina communities, a larger proportion of households in the district as a whole will not have children under 18 years. The confidence of local builders to continue to build new single family homes in this school district, even in a depressed regional housing market, is a very positive factor for minimizing enrollment losses in the lower grades.

Findings from Table 18 indicate that the merged projection numbers for 2012 are “reasonable” in terms of the implied changes in the share of total population in the school-age cohorts.

The demographic trends increase the importance of maintaining a solid data base on pre-school population trends and demographic change in the older neighborhoods. One way to get better information would be to monitor resale of existing single family homes and collect demographic data on the new buyers. Arrangements perhaps could be made with the Minneapolis Area Association of Realtors to forward addresses of existing homes that have sold during the year. Their data base allows sorting by school district. Generally the turn-over of older neighborhoods to bring in younger households occurs quite slowly and many buyers will be single persons or households without children.

### **Extrapolating Projections to 2020**

Projections covering a 12 year period are subject to significant error, particularly for a geographic area as small as a school district. Long range projections for the nation and state are primarily based on demographic inputs – fertility rates, migration rates, immigration assumptions and ethnic composition. Alternate projections adjust the demographic inputs to account for different fertility and net migration levels. The primary assumptions for long range projections for a school district are more focused on local employment and housing markets and how close the community is now toward full development.

The Wayzata Area still has potential to grow, primarily in northwestern Plymouth, the southern strip of Maple Grove and further low density single family housing in Medina. However, the district is well on the way to full development. “Aging in place” in older neighborhoods is likely to negate much of the impact of growth on enrollments for K-12.

The extrapolated enrollments are based on the following:

1. Projected population and expected number of households for 2020 as listed by the Metropolitan Council and data provided by Plymouth and Maple Grove on vacant land to accommodate future development. Note that the plans show a “range” rather than a single number, dependent on different densities and shares of the housing market in single family units.
2. Projected proportion of total population in the school-age cohorts in fully developed suburban areas (from the 2000 US Census)
3. Twin Cities Metropolitan projections to 2020 by age (*2004* projections)
4. No significant change in school choice
5. Grade specific projections using the numeric survival/grade progression ratios derived from the merged five year projection for 2012.

### **Assumptions for the Housing Starts based Extrapolations**

- Maple Grove portion of the district will add 400 additional housing units between 2007 and 2020 (*assumes 2 units/acre density*)
- Plymouth portion of the district will add 3,500 additional housing units between 2007 and 2020, (*mid point in density range*)
- These assumptions produce an average of 300 housing starts a year and bring the school district close to saturation development by 2020. The housing model applies 280 units, subtracting 20 units a year for senior housing developments.

- 70% new housing starts will be single family
- No change to the student factor per household.
- Kindergarten enrollments increase at 1% per year – based on amount of growth and projected increases in the size of the pre-school population by 2015 in the metropolitan region.
- All of the above assume that the housing market stabilizes and future metropolitan job growth attracts in-migration of households into the region.

Under these assumptions enrollment increases slightly to just under 10,000 by 2020. Elementary enrollments would begin to increase very slowly after 2012. See Table 19..

### Assumptions for the Numeric Survival Extrapolations

- The merged model (*Table 15*) used as the projected enrollment for 2012.
- The numeric survival numbers by grade, derived from the merged model for the period 2007-2012, applied to the final 8 years
- Kindergarten enrollments increase at .5% per year
- An alternate projection is run applying a .5% decrease in kindergarten class size each year of the projection period. While the district could increase the number of households by 18% between 2007 and 2020 a smaller proportion of all households are expected to have school-age children. This could lead to enrollment declines at the same time as the total population increases.

Enrollments decline to 9,700 by 2020 when the kindergarten class increases (2% loss from fall 2007). See Table 20.

If kindergarten enrollment declines, the projected 2020 total enrollment drops to 9,485 – a loss of 394 students (-4%) with most of this loss in the elementary grades. (*Table 21*)

Table 22 compares enrollments produced by the three projections for 2020.

Table 22	Comparison between Projections in 2020						
		A	B	C		Average	Average
	2007	Housing	Merged	Merged		A & B	A+B+C
	Enrollment	Starts	Kg inc.	Kg. dec.			
Kg-5th	4,264	4,389	4,181	3,977		4285	4182
6th-8th	2,401	2,356	2,315	2,297		2336	2323
9th-12th	3,214	3,242	3,212	3,212		3227	3222
<b>TOTAL</b>	<b>9,879</b>	<b>9,987</b>	<b>9,708</b>	<b>9,486</b>		<b>9848</b>	<b>9727</b>

## Findings

- Over the next 13 years the district will approach full development with new growth primarily in northwest Plymouth. Between 2007 and 2020 the district could add close to 4,000 additional housing units – 18% increase over the current estimate of 22,250.
- Total population is expected to increase to 63,000 in 2020 – *an increase of 13% over current estimate of 55,625. Growth in total population is slower than for households as household size is projected to decrease to 2.4 from current 2.5.*
- The housing starts based projection of 9,987 reduces the proportion of population aged 5-17 years to 17.9% (*using the same assumptions listed in Table 18 regarding school choice*). The numeric survival projections reduce the share to between 16.6 and 16.2%

**Conclusion:** the strong growth potential within the school district and the excellent reputation of the school system will continue to attract families with children. These factors will in part counterbalance the increasing number of empty nester households.

All three projected “futures” are possible. The most likely future is for the district to maintain small fluctuations around the current enrollment numbers over the next 13 years **if the rate of projected population growth materializes**. A slower rate of growth or a larger market share of town homes and senior housing in new developments would result in enrollment decline.

Table 12

Grade	Enrollment Projections											2011	2012
	Housing Model		Student Factor: 0.83							High Kindergarten			
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010		
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected				
<b>Kg</b>	680	610	640	652	666	684	674	592	641	652	638	628	634
<b>1</b>	687	710	649	695	682	689	717	733	629	681	692	675	661
<b>2</b>	743	697	713	660	691	690	704	751	750	649	701	708	688
<b>3</b>	717	749	716	734	680	724	710	740	768	770	669	717	721
<b>4</b>	720	730	769	727	751	701	724	718	761	792	794	689	733
<b>5</b>	728	733	719	792	709	758	734	730	739	785	816	814	704
<b>6</b>	744	762	768	746	811	760	770	760	746	757	802	831	826
<b>7</b>	754	772	773	770	785	825	802	811	776	764	774	817	843
<b>8</b>	709	761	778	775	768	792	854	830	827	794	782	789	829
<b>9</b>	763	743	763	825	803	780	810	849	848	845	811	798	805
<b>10</b>	748	750	753	783	820	783	804	811	848	847	843	809	795
<b>11</b>	682	736	732	732	752	791	788	787	809	846	844	840	805
<b>12</b>	638	637	702	673	678	736	793	767	785	806	843	840	835
<b>TOTAL</b>	9313	9390	9475	9564	9596	9713	9884	9879	9926	9987	10007	9955	9879
<b>% Ch.</b>		0.8%	0.9%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.5%	0.6%	0.2%	-0.5%	-0.8%
<b>Change</b>	218	77	85	89	32	117	171	-5	47	61	21	-53	-76
<b>Kg-12th</b>	73	-28	3	-50	-7	6	-62	-201	-126	-133	-168	-215	-206
<b>Net Migr.</b>	145	105	82	139	39	111	233	196	173	194	189	162	130
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4288	4329	4309	4230	4142
<b>6th-8th</b>	2207	2295	2319	2291	2364	2377	2426	2401	2349	2315	2358	2437	2498
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3290	3343	3341	3287	3239

Table 13 Grade	Numeric Survival Projections				4 year average				Low kindergarten				
	2000 Actual	2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2008 Projected	2009	2010	2011	2012
<b>Kg</b>	680	610	640	652	666	684	674	592	619	652	623	596	607
<b>1</b>	687	710	649	695	682	689	717	733	628	655	688	659	632
<b>2</b>	743	697	713	660	691	690	704	751	746	642	669	702	673
<b>3</b>	717	749	716	734	680	724	710	740	778	774	669	696	729
<b>4</b>	720	730	769	727	751	701	724	718	752	790	785	680	707
<b>5</b>	728	733	719	792	709	758	734	730	725	759	797	792	687
<b>6</b>	744	762	768	746	811	760	770	760	757	752	786	824	819
<b>7</b>	754	772	789	770	785	825	802	811	794	791	786	820	858
<b>8</b>	709	761	778	775	768	792	854	830	827	810	807	802	835
<b>9</b>	763	743	763	825	803	780	810	849	843	840	823	820	815
<b>10</b>	748	750	753	783	820	783	804	811	849	843	840	823	820
<b>11</b>	682	736	732	732	752	791	788	787	793	831	825	822	805
<b>12</b>	638	637	702	673	678	736	793	767	765	771	809	803	800
<b>TOTAL</b>	9313	9390	9491	9564	9596	9713	9884	9879	9876	9908	9905	9837	9786
<b>% Ch.</b>		0.8%	1.1%	0.8%	0.3%	1.2%	1.8%	-0.1%	0.0%	0.3%	0.0%	-0.7%	-0.5%
<b>Change</b>	218	77	101	73	32	117	171	-5	-3	32	-3	-68	-51
<b>Kg-12th</b>	73	-28	3	-50	-7	6	-62	-201	-148	-113	-148	-213	-196
<b>Net Migr.</b>	145	105	98	123	39	111	233	196	145	145	145	145	145
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4248	4271	4230	4125	4035
<b>6th-8th</b>	2207	2295	2335	2291	2364	2377	2426	2401	2378	2353	2378	2445	2512
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3250	3285	3297	3267	3239

Table 14	Projections													
	Grade Progression Ratio Model			5 year average					constant over 5 years			Av. Kindergarten		
	Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected					
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620	
<b>1</b>	687	710	649	695	682	689	717	733	628	668	691	668	649	
<b>2</b>	743	697	713	660	691	690	704	751	747	639	680	704	680	
<b>3</b>	717	749	716	734	680	724	710	740	779	775	663	706	731	
<b>4</b>	720	730	769	727	751	701	724	718	752	792	787	674	717	
<b>5</b>	728	733	719	792	709	758	734	730	728	762	803	798	683	
<b>6</b>	744	762	768	746	811	760	770	760	757	755	791	832	827	
<b>7</b>	754	772	773	770	785	825	802	811	787	784	782	819	863	
<b>8</b>	709	761	778	775	768	792	854	830	824	800	797	795	832	
<b>9</b>	763	743	763	825	803	780	810	849	851	845	821	817	815	
<b>10</b>	748	750	753	783	820	783	804	811	854	856	850	825	822	
<b>11</b>	682	736	732	732	752	791	788	787	792	834	836	830	806	
<b>12</b>	638	637	702	673	678	736	793	767	756	760	800	803	797	
<b>TOTAL</b>	9313	9390	9475	9564	9596	9713	9884	9879	9884	9922	9931	9883	9842	
<b>% Change</b>		0.8%	0.9%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.1%	0.4%	0.1%	-0.5%	-0.4%	
<b>Change</b>		77	85	89	32	117	171	-5	5	38	9	-48	-41	
<b>Kg-12th</b>		-28	3	-50	-7	6	-62	-201	-137	-104	-130	-188	-183	
<b>Net Migr.</b>		105	82	139	39	111	233	196	142	142	139	140	141	
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4263	4288	4255	4162	4081	
<b>6th-8th</b>	2207	2295	2319	2291	2364	2377	2426	2401	2368	2339	2370	2446	2522	
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3253	3295	3306	3274	3239	

Table 15 Grade	Merged Projections					All Models							
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected				
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620
<b>1</b>	687	710	649	695	682	689	717	733	628	668	690	667	647
<b>2</b>	743	697	713	660	691	690	704	751	748	643	683	705	680
<b>3</b>	717	749	716	734	680	724	710	740	775	773	667	706	727
<b>4</b>	720	730	769	727	751	701	724	718	755	791	789	681	719
<b>5</b>	728	733	719	792	709	758	734	730	731	769	805	801	692
<b>6</b>	744	762	768	746	811	760	770	760	753	755	793	829	824
<b>7</b>	754	772	778	770	785	825	802	811	786	780	781	819	854
<b>8</b>	709	761	778	775	768	792	854	830	826	801	795	795	832
<b>9</b>	763	743	763	825	803	780	810	849	847	843	818	812	811
<b>10</b>	748	750	753	783	820	783	804	811	850	849	844	819	812
<b>11</b>	682	736	732	732	752	791	788	787	798	837	835	830	805
<b>12</b>	638	637	702	673	678	736	793	767	768	779	817	815	810
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9480</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9895</b>	<b>9939</b>	<b>9948</b>	<b>9891</b>	<b>9835</b>
<b>Ann. Inc.</b>		0.8%	1.0%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.2%	0.4%	0.1%	-0.6%	-0.6%
<b>Change</b>	218	77	90	84	32	117	171	-5	16	44	9	-56	-56
<b>Kg-12th</b>	73	-28	3	-50	-7	6	-62	-201	-137	-116	-149	-205	-195
<b>Net Migr.</b>	145	105	87	134	39	111	233	196	153	160	157	149	139
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4266	4296	4265	4172	4086
<b>6th-8th</b>	2207	2295	2324	2291	2364	2377	2426	2401	2365	2335	2369	2443	2511
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3264	3308	3314	3276	3239

**Alternate** Grade Progression with assumptions applied in previous model

Table 14A

Grade	Projections				Outliers removed				constant over 5 years				Av. Kindergarten	
	Grade Progression Ratio Model				Outliers removed				constant over 5 years				Av. Kindergarten	
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected					
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620	
<b>1</b>	687	710	649	695	682	689	717	733	617	657	680	657	638	
<b>2</b>	743	697	713	660	691	690	704	751	741	624	664	688	664	
<b>3</b>	717	749	716	734	680	724	710	740	773	763	643	684	708	
<b>4</b>	720	730	769	727	751	701	724	718	752	786	775	653	695	
<b>5</b>	728	733	719	792	709	758	734	730	729	764	798	788	663	
<b>6</b>	744	762	768	746	811	760	770	760	751	750	785	821	810	
<b>7</b>	754	772	773	770	785	825	802	811	787	778	777	814	850	
<b>8</b>	709	761	778	775	768	792	854	830	824	800	790	789	827	
<b>9</b>	763	743	763	825	803	780	810	849	846	840	815	805	804	
<b>10</b>	748	750	753	783	820	783	804	811	855	852	846	821	811	
<b>11</b>	682	736	732	732	752	791	788	787	792	835	832	826	802	
<b>12</b>	638	637	702	673	678	736	793	767	775	780	822	819	813	
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9475</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9873</b>	<b>9880</b>	<b>9858</b>	<b>9776</b>	<b>9706</b>	
<b>% Change</b>		0.8%	0.9%	0.9%	0.3%	1.2%	1.8%	-0.1%	-0.1%	0.1%	-0.2%	-0.8%	-0.7%	
<b>Change</b>		77	85	89	32	117	171	-5	-6	7	-22	-82	-70	
<b>Kg-12th</b>		-28	3	-50	-7	6	-62	-201	-137	-123	-150	-210	-199	
<b>Net Migr.</b>		105	82	139	39	111	233	196	131	130	128	129	129	
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4243	4246	4191	4082	3989	
<b>6th-8th</b>	2207	2295	2319	2291	2364	2377	2426	2401	2362	2328	2352	2424	2487	
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3268	3306	3315	3271	3230	

## Merged Model with alternate Grade Progression Model

## Alternate Merged

Grade	Merged Projections				All Models									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected					
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620	
<b>1</b>	687	710	649	695	682	689	717	733	625	664	687	664	644	
<b>2</b>	743	697	713	660	691	690	704	751	746	638	678	699	675	
<b>3</b>	717	749	716	734	680	724	710	740	773	769	660	699	719	
<b>4</b>	720	730	769	727	751	701	724	718	755	789	785	674	712	
<b>5</b>	728	733	719	792	709	758	734	730	731	769	804	798	685	
<b>6</b>	744	762	768	746	811	760	770	760	751	753	791	825	818	
<b>7</b>	754	772	778	770	785	825	802	811	786	778	779	817	850	
<b>8</b>	709	761	778	775	768	792	854	830	826	801	793	793	830	
<b>9</b>	763	743	763	825	803	780	810	849	846	841	816	808	808	
<b>10</b>	748	750	753	783	820	783	804	811	851	847	843	818	809	
<b>11</b>	682	736	732	732	752	791	788	787	798	837	834	829	804	
<b>12</b>	638	637	702	673	678	736	793	767	775	786	825	821	816	
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9480.333</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9892</b>	<b>9925</b>	<b>9923</b>	<b>9856</b>	<b>9790</b>	
<b>Ann. Inc.</b>		0.8%	1.0%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.1%	0.3%	0.0%	-0.7%	-0.7%	
<b>Change</b>	218	77	90	84	32	117	171	-5	13	33	-1	-67	-66	
<b>Kg-12th</b>	73	-28	3	-50	-7	6	-62	-201	-137	-123	-155	-213	-201	
<b>Net Migr.</b>	145	105	87	134	39	111	233	196	150	156	154	145	135	
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4260	4282	4243	4145	4055	
<b>6th-8th</b>	2207	2295	2324	2291	2364	2377	2426	2401	2363	2332	2363	2435	2499	
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3269	3311	3317	3275	3236	

Grade	Projections			"worst case"		Kindergarten class declines 2% from the low numbers						Low Kg @ 98%	
	Grade Progression Ratio Model			Outliers removed		constant over 5 years							
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected				
Kg	680	610	640	652	666	684	674	592	607	639	610	584	595
1	687	710	649	695	682	689	717	733	617	633	666	636	609
2	743	697	713	660	691	690	704	751	741	624	640	674	643
3	717	749	716	734	680	724	710	740	773	763	643	659	694
4	720	730	769	727	751	701	724	718	752	786	775	653	670
5	728	733	719	792	709	758	734	730	729	764	798	788	663
6	744	762	768	746	811	760	770	760	751	750	785	821	810
7	754	772	773	770	785	825	802	811	787	778	777	814	850
8	709	761	778	775	768	792	854	830	824	800	790	789	827
9	763	743	763	825	803	780	810	849	846	840	815	805	804
10	748	750	753	783	820	783	804	811	855	852	846	821	811
11	682	736	732	732	752	791	788	787	792	835	832	826	802
12	638	637	702	673	678	736	793	767	775	780	822	819	813
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9475</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9850</b>	<b>9843</b>	<b>9800</b>	<b>9689</b>	<b>9591</b>
% Change		0.8%	0.9%	0.9%	0.3%	1.2%	1.8%	-0.1%	-0.3%	-0.1%	-0.4%	-1.1%	-1.0%
Change		77	85	89	32	117	171	-5	-29	-7	-43	-111	-97
Kg-12th		-28	3	-50	-7	6	-62	-201	-160	-136	-170	-238	-224
Net Migr.		105	82	139	39	111	233	196	131	129	127	127	127
<b>Kg-5th</b>	<b>4275</b>	<b>4229</b>	<b>4206</b>	<b>4260</b>	<b>4179</b>	<b>4246</b>	<b>4263</b>	<b>4264</b>	<b>4220</b>	<b>4209</b>	<b>4133</b>	<b>3994</b>	<b>3874</b>
6th-8th	2207	2295	2319	2291	2364	2377	2426	2401	2362	2328	2352	2424	2487
9th-12th	2831	2866	2950	3013	3053	3090	3195	3214	3268	3306	3315	3271	3230

Table 16A Grade	Merged Projections					All Models (includes the grade progression with low kindergarten)								
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected					
<b>Kg</b>	680	610	640	652	666	684	674	592	622	648	624	603	612	
<b>1</b>	687	710	649	695	682	689	717	733	625	656	682	657	634	
<b>2</b>	743	697	713	660	691	690	704	751	746	638	670	695	668	
<b>3</b>	717	749	716	734	680	724	710	740	773	769	660	691	715	
<b>4</b>	720	730	769	727	751	701	724	718	755	789	785	674	703	
<b>5</b>	728	733	719	792	709	758	734	730	731	769	804	798	685	
<b>6</b>	744	762	768	746	811	760	770	760	751	753	791	825	818	
<b>7</b>	754	772	778	770	785	825	802	811	786	778	779	817	850	
<b>8</b>	709	761	778	775	768	792	854	830	826	801	793	793	830	
<b>9</b>	763	743	763	825	803	780	810	849	846	841	816	808	808	
<b>10</b>	748	750	753	783	820	783	804	811	851	847	843	818	809	
<b>11</b>	682	736	732	732	752	791	788	787	798	837	834	829	804	
<b>12</b>	638	637	702	673	678	736	793	767	775	786	825	821	816	
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9480</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9884</b>	<b>9913</b>	<b>9904</b>	<b>9827</b>	<b>9752</b>	
<b>Ann. Inc.</b>		0.8%	1.0%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.1%	0.3%	-0.1%	-0.8%	-0.8%	
Change	218	77	90	84	32	117	171	-5	5	29	-8	-77	-75	
Kg-12th	73	-28	3	-50	-7	6	-62	-201	-145	-127	-162	-222	-209	
Net Migr.	145	105	87	134	39	111	233	196	150	156	154	145	134	
Kg-5th	4275	4229	4206	4260	4179	4246	4263	4264	4252	4270	4224	4116	4017	
6th-8th	2207	2295	2324	2291	2364	2377	2426	2401	2363	2332	2363	2435	2499	
9th-12th	2831	2866	2950	3013	3053	3090	3195	3214	3269	3311	3317	3275	3236	

Table 19

Enrollment Extrapolation to 2020

Grade	Housing Model		Student Factor: 0.83						High Kindergarten			Kg Inc. at 1% per year									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected												
<b>Kg</b>	680	610	640	652	666	684	674	592	641	652	638	628	634	640	647	653	660	666	673	680	687
<b>1</b>	687	710	649	695	682	689	717	733	629	681	692	675	661	671	678	684	691	697	704	710	717
<b>2</b>	743	697	713	660	691	690	704	751	750	649	701	708	688	679	689	695	701	708	714	721	728
<b>3</b>	717	749	716	734	680	724	710	740	768	770	669	717	721	705	696	706	712	719	725	732	738
<b>4</b>	720	730	769	727	751	701	724	718	761	792	794	689	733	742	726	717	727	733	740	746	753
<b>5</b>	728	733	719	792	709	758	734	730	739	785	816	814	704	754	763	747	737	748	754	760	767
<b>6</b>	744	762	768	746	811	760	770	760	746	757	802	831	826	720	769	779	762	753	763	770	776
<b>7</b>	754	772	773	770	785	825	802	811	776	764	774	817	843	841	736	785	794	778	769	779	785
<b>8</b>	709	761	778	775	768	792	854	830	827	794	782	789	829	858	857	751	801	810	794	784	795
<b>9</b>	763	743	763	825	803	780	810	849	848	845	811	798	805	846	875	874	768	818	827	810	801
<b>10</b>	748	750	753	783	820	783	804	811	848	847	843	809	795	803	844	873	872	767	816	825	809
<b>11</b>	682	736	732	732	752	791	788	787	809	846	844	840	805	792	800	841	870	868	764	813	822
<b>12</b>	638	637	702	673	678	736	793	767	785	806	843	840	835	801	789	797	838	867	865	761	810
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9475</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9926</b>	<b>9987</b>	<b>10007</b>	<b>9955</b>	<b>9879</b>	<b>9854</b>	<b>9868</b>	<b>9901</b>	<b>9933</b>	<b>9932</b>	<b>9907</b>	<b>9891</b>	<b>9987</b>
% Ch.		0.8%	0.9%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.5%	0.6%	0.2%	-0.5%	-0.8%	-0.3%	0.1%	0.3%	0.3%	0.0%	-0.2%	-0.2%	1.0%
Change	218	77	85	89	32	117	171	-5	47	61	21	-53	-76	-25	14	33	32	-2	-24	-16	95
Kg-12th	73	-28	3	-50	-7	6	-62	-201	-126	-133	-168	-215	-206	-194	-155	-136	-137	-171	-194	-185	-74
Net Migr.	145	105	82	139	39	111	233	196	173	194	189	162	130	170	169	169	169	170	169	169	169
Kg-5th	4275	4229	4206	4260	4179	4246	4263	4264	4288	4329	4309	4230	4142	4191	4198	4202	4228	4271	4310	4349	4389
6th-8th	2207	2295	2319	2291	2364	2377	2426	2401	2349	2315	2358	2437	2498	2420	2362	2315	2357	2341	2326	2333	2356
9th-12th	2831	2866	2950	3013	3053	3090	3195	3214	3290	3343	3341	3287	3239	3243	3308	3385	3348	3320	3272	3209	3242

**EXTRAPOLATED PROJECTIONS TO 2020**

**Merged Projections Kindergarten Increases**

**Kindergarten increases at .5%/per year**

Table 20 Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected												
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620	623	627	630	633	636	639	642	646
<b>1</b>	687	710	649	695	682	689	717	733	628	668	690	667	647	657	661	664	667	670	673	676	679
<b>2</b>	743	697	713	660	691	690	704	751	748	643	683	705	680	662	672	675	678	681	684	687	691
<b>3</b>	717	749	716	734	680	724	710	740	775	773	667	706	727	704	685	695	699	702	705	708	711
<b>4</b>	720	730	769	727	751	701	724	718	755	791	789	681	719	742	719	700	710	713	716	719	723
<b>5</b>	728	733	719	792	709	758	734	730	731	769	805	801	692	732	754	731	713	723	726	729	732
<b>6</b>	744	762	768	746	811	760	770	760	753	755	793	829	824	715	756	778	755	737	746	750	753
<b>7</b>	754	772	778	770	785	825	802	811	786	780	781	819	854	850	741	782	804	781	763	772	776
<b>8</b>	709	761	778	775	768	792	854	830	826	801	795	795	832	869	865	756	796	819	795	777	787
<b>9</b>	763	743	763	825	803	780	810	849	847	843	818	812	811	849	886	882	773	813	835	812	794
<b>10</b>	748	750	753	783	820	783	804	811	850	849	844	819	812	812	850	887	883	774	814	837	813
<b>11</b>	682	736	732	732	752	791	788	787	798	837	835	830	805	799	799	836	873	869	760	800	823
<b>12</b>	638	637	702	673	678	736	793	767	768	779	817	815	810	786	779	779	817	854	850	741	781
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9480</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9895</b>	<b>9939</b>	<b>9948</b>	<b>9891</b>	<b>9835</b>	<b>9800</b>	<b>9793</b>	<b>9795</b>	<b>9800</b>	<b>9771</b>	<b>9707</b>	<b>9652</b>	<b>9708</b>
<i>Ann. Inc.</i>		0.8%	1.0%	0.9%	0.3%	1.2%	1.8%	-0.1%	0.2%	0.4%	0.1%	-0.6%	-0.6%	-0.4%	-0.1%	0.0%	0.1%	-0.3%	-0.6%	-0.6%	0.6%
<b>Change</b>		77	90	84	32	117	171	-5	16	44	9	-56	-56	-35	-7	2	5	-29	-63	-55	56
<b>Kg-12th</b>		-28	3	-50	-7	6	-62	-201	-137	-116	-149	-205	-195	-187	-159	-150	-147	-181	-215	-207	-95
<b>Net Migr.</b>		105	87	134	39	111	233	196	153	160	157	149	139	152	152	152	152	152	152	152	152
<b>Kg-5th</b>	4275	4229	4206	4260	4179	4246	4263	4264	4266	4296	4265	4172	4086	4120	4117	4095	4099	4125	4144	4162	4181
<b>6th-8th</b>	2207	2295	2324.33	2291	2364	2377	2426	2401	2365	2335	2369	2443	2511	2434	2361	2315	2355	2336	2304	2299	2315
<b>9th-12th</b>	2831	2866	2950	3013	3053	3090	3195	3214	3264	3308	3314	3276	3239	3246	3314	3384	3346	3310	3259	3190	3212

Note: the average numeric survival numbers between 2008 and 2012 applied to the extrapolated enrollments

EXTRAPOLATED PROJECTIONS TO 2020

Merged Projections Kindergarten decreases

Kindergarten decreases at .5%per year

Table 21 Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected												
<b>Kg</b>	680	610	640	652	666	684	674	592	630	652	630	612	620	617	614	611	608	605	602	599	596
<b>1</b>	687	710	649	695	682	689	717	733	628	668	690	667	647	657	654	651	648	645	642	639	636
<b>2</b>	743	697	713	660	691	690	704	751	748	643	683	705	680	662	672	669	666	662	659	656	653
<b>3</b>	717	749	716	734	680	724	710	740	775	773	667	706	727	704	685	695	692	689	686	683	680
<b>4</b>	720	730	769	727	751	701	724	718	755	791	789	681	719	742	719	700	710	707	704	701	698
<b>5</b>	728	733	719	792	709	758	734	730	731	769	805	801	692	732	754	731	713	723	720	717	714
<b>6</b>	744	762	768	746	811	760	770	760	753	755	793	829	824	715	756	778	755	737	746	743	740
<b>7</b>	754	772	778	770	785	825	802	811	786	780	781	819	854	850	741	782	804	781	763	772	769
<b>8</b>	709	761	778	775	768	792	854	830	826	801	795	795	832	869	865	756	796	819	795	777	787
<b>9</b>	763	743	763	825	803	780	810	849	847	843	818	812	811	849	886	882	773	813	835	812	794
<b>10</b>	748	750	753	783	820	783	804	811	850	849	844	819	812	812	850	887	883	774	814	837	813
<b>11</b>	682	736	732	732	752	791	788	787	798	837	835	830	805	799	799	836	873	869	760	800	823
<b>12</b>	638	637	702	673	678	736	793	767	768	779	817	815	810	786	779	779	817	854	850	741	781
<b>TOTAL</b>	<b>9313</b>	<b>9390</b>	<b>9480</b>	<b>9564</b>	<b>9596</b>	<b>9713</b>	<b>9884</b>	<b>9879</b>	<b>9895</b>	<b>9939</b>	<b>9948</b>	<b>9891</b>	<b>9835</b>	<b>9794</b>	<b>9774</b>	<b>9758</b>	<b>9738</b>	<b>9678</b>	<b>9577</b>	<b>9478</b>	<b>9485</b>
<i>Ann. Inc.</i>		1%	1%	1%	0%	1%	2%	0%	0%	0%	0%	-1%	-1%	0%	0%	0%	0%	-1%	-1%	-1%	0%
Change		77	90	84	32	117	171	-5	16	44	9	-56	-56	-41	-20	-17	-20	-60	-100	-99	7
Kg-12th		-28	3	-50	-7	6	-62	-201	-137	-116	-149	-205	-195	-193	-172	-168	-171	-212	-252	-251	-145
Net Migr.		105	87	134	39	111	233	196	153	160	157	149	139	152	152	152	152	152	152	152	152
Kg-5th	4275	4229	4206	4260	4179	4246	4263	4264	4266	4296	4265	4172	4086	4114	4099	4058	4037	4032	4013	3995	3977
6th-8th	2207	2295	2324	2291	2364	2377	2426	2401	2365	2335	2369	2443	2511	2434	2361	2315	2355	2336	2304	2293	2297
9th-12th	2831	2866	2950	3013	3053	3090	3195	3214	3264	3308	3314	3276	3239	3246	3314	3384	3346	3310	3259	3190	3212

**District Directions for 2008-2010  
(DRAFT – February 12, 2008)**

To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:

- Provide a more personalized education for each student.
- Eliminate the predictability of student achievement based on race.
- Provide opportunities for students to engage in global connections.
- Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.
- Enhance the sense of ownership and engagement in the district by all segments of the community.

## **Wayzata Public Schools – Futures Follow-up Event (DRAFT – February 21, 2008)**

District parents, residents and staff members will have another opportunity to help Wayzata Public Schools look into the future. A community conversation as a follow-up to the Futures Conference held on December 1 is scheduled for Monday, May 5, 6:30 -9 p.m., in the media center of Central Middle School, 305 Vicksburg Lane, Plymouth.

Participants at the Futures Conference considered the impact of future trends on the district. At this session, participants will be asked to take the work from the Futures Conference a step further and provide additional direction for the district.

After a brief overview of issues from the Futures Conference, participants at the follow-up session will work in small groups to discuss the following questions:

- What does “personalized learning for all students” mean to you?
- What action steps would the district need to take to move toward providing a more personalized education for all students?
- One of the major issues identified by Futures Conference participants was “continuous improvement, and flexibility, adaptability and willingness to change.” What does this mean to you?
- What action steps would the district need to take to be more flexible, adaptable and open to change?

The information generated from the small-group discussions will be used to help the district further define action steps for the district directions. The comments from each group will be summarized and reported back to the board.

If you are interested in participating in the conference, please call or email Bob Noyed, director of communication, at 763-745-5068 or [robert.noyed@wayzata.k12.mn.us](mailto:robert.noyed@wayzata.k12.mn.us). There is no cost for the session, but registration is required. The number of participants is limited to 100 people so we encourage you to call or email as soon as possible.



Independent School District 284  
Wayzata, Minnesota

### **VISION**

*A model of excellence among learning communities*

### **MISSION**

*The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.*

### **DISTRICT DIRECTIONS for 2005-2007**

- *Apply our vision to all components of District*
- *Erase organizational barriers that limit participation of all cultural groups*
- *Strive for smaller class sizes*
- *Work toward a more individualized model of education*
- *Promote a “client-centered” District*



**Shared Decision Agreement  
Between School and the Wayzata  
School Board for**

School Name: ***Birchview Elementary  
School***

This plan was reviewed on: \_\_\_\_\_

Signature of District Design Team \_\_\_\_\_

This plan was approved on: \_\_\_\_\_

Signature of School Board Chair \_\_\_\_\_



## Shared Decisions Agreement Review Team Check List Form

Prior to presentation to the Board, Site Improvement Plans will be reviewed for compliance with statutes, contracts, policies, and administrative regulations. Site Teams are advised that plans should be submitted at least thirty (30) days prior to date of desired Board action.

- Site Improvement Plans are sent to the Office of the Superintendent of Schools.
- Copies of the Site Improvement Plan will be sent to the following members of the review team as designated by the District Shared Decisions Design Team.
- This response sheet will be returned by reviewer to the Superintendent’s Office within ten (10) days.
- Any areas of concern will be noted on response sheet along with suggestions for waivers where applicable.
- All response sheets will be forwarded to the chair of the site team.
- Review team members will decide if the Site Improvement Plan should be reviewed by any other departments such as Transportation, Food Service, Building and Grounds, etc. and forward a copy with a cover sheet for check-off response to the appropriate individual.

### Review Team Response

#### Office of the Superintendent

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Curriculum and Instruction

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Finance

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Executive Director of Human Resources

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date

#### Wayzata Education Association Representative

Check here if an additional page is attached detailing questions or concerns.

\_\_\_\_\_  
Signature and Date



**Site Team Members:**

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Year</u></b>
<b>Kari Ingemann</b>	<b>Kindergarten Teacher</b>	<b>2007/2008</b>
<b>Rebecca Wilkens</b>	<b>First Grade Teacher</b>	<b>2007/2008</b>
<b>Allison Storti</b>	<b>Second Grade Teacher</b>	<b>2007/2008</b>
<b>Sabrina Werremeyer</b>	<b>Third Grade Teacher</b>	<b>2007/2008</b>
<b>Jill Freshwaters</b>	<b>Fourth Grade Teacher</b>	<b>2007/2008</b>
<b>Jennifer Fuzzey</b>	<b>Fifth Grade Teacher</b>	<b>2007/2008</b>
<b>Kellie Brannick</b>	<b>Research/Writing Specialist</b>	<b>2007/2009</b>
<b>Delroy Tuorila</b>	<b>Home Base Site Manager</b>	<b>2006/2008</b>
<b>Chris McCullough</b>	<b>Parent</b>	<b>2007/2009</b>
<b>Anne Naumann</b>	<b>Parent</b>	<b>2006/2008</b>
<b>Andrea Prohofsky</b>	<b>Parent</b>	<b>2006/2008</b>
<b>Julie Sheehy</b>	<b>Parent</b>	<b>2006/2008</b>
<b>Daonna Start</b>	<b>Parent</b>	<b>2006/2008</b>
<b>Tom Koch</b>	<b>Principal</b>	<b>2000/2010</b>



**Birchview Elementary  
Student Demographics**

**Student Population by Grade**

	2006-2007			2005-2006			2004-2005		
<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Avg. Class Size</b>	<b># of Males</b>	<b># of Females</b>	<b>Avg. Class Size</b>	<b># of Males</b>	<b># of Females</b>	<b>Avg. Class Size</b>
EC									
K	46	50	19.2	42	41	20.8	37	54	22.8
1	45	51	19.4	39	44	20.8	38	46	21.0
2	51	51	25.5	33	44	22.3	35	52	21.8
3	33	50	21.0	43	52	23.8	43	33	25.7
4	42	52	23.5	40	31	23.7	36	49	28.0
5	43	37	26.7	40	48	29.3	44	36	26.7
<b>Total</b>	<b>260</b>	<b>291</b>	<b>22.0</b>	<b>237</b>	<b>260</b>	<b>23.1</b>	<b>233</b>	<b>270</b>	<b>23.9</b>



## Student Demographics

### Percent of Students on Free/Reduced

	2006-2007	2005-2006	2004-2005
Free	17%	10%	8%
Reduced Price	4%	4%	4%

### Student Mobility

*(Please insert 3 years of data provided by the Office of Assessment)*

The percent of students entering and leaving during the year, computed by dividing the number of transfers by the October 1 enrollment.

2005- 2006	2004- 2005	2003- 2004
14.29	11.93	11.93

### Average Daily Attendance

*(Please insert three years of data provided by the Office of Assessment.)*

2005- 2006				2004- 2005				2003- 2004			
1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
97.03	97.58	97.43	96.29	97.36	97.57	98	97.34	96.84	97.93	97.99	97.79

### Percent of Parents Attending Conferences

*(Please insert data provided by the individual building.)*

2006- 2007		2005- 2006		2004- 2005	
Fall	Spring	Fall	Spring	Fall	Spring
97%	96%	97 %	96%	96%	95%

## Student Achievement

### 2006-2007 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	92.7	368.0	97.6	374.1
Wayzata	90.4	365.3	91.8	372.8
State	79.3	358.7	79.6	363.2

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	87.2	465.6	82.9	465.1
Wayzata	86.7	464.2	85.3	464.5
State	70.9	456.7	71.4	457.0

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	90.1	564.6	90.8	569.8
Wayzata	84.6	563.8	90.1	566.1
State	63.2	554.1	73.2	557.5

### 2005-2006 Minnesota Comprehensive Assessment (MCA-II)

	Grade 3 Math		Grade 3 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	90.4	365.0	84.7	372.2
Wayzata	92.0	365.2	89.5	373.1
State	77.8	357.8	81.6	365.3

	Grade 4 Math		Grade 4 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	83.3	463.6	90.7	469.5
Wayzata	87.3	463.0	90.5	467.3
State	69.0	455.0	76.7	459.6

	Grade 5 Math		Grade 5 Reading	
	% Proficient	Avg Score	% Proficient	Avg Score
Birchview	83.9	561.9	95.4	568.6
Wayzata	85.0	562.8	90.6	567.8
State	59.0	551.8	76.9	559.1



**Student Achievement**

**Measures of Academic Progress (MAP)- Year One**

<b>Math</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Birchview	216	78	225	77	234	81
Wayzata	215	78	226	79	235	81
National	202	50	211	50	219	50

<b>Reading</b>	<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
	SS	PR	SS	PR	SS	PR
Birchview	207	70	212	66	219	71
Wayzata	207	70	214	70	220	72
National	200	50	207	50	212	50

<b>Experience Profile of Staff</b> (Percent of Licensed Staff by Years of Teaching Experience)				<b>Education Profile of Staff</b> (Percent of Licensed Staff by education/training)		
<b>1<sup>st</sup> Year</b>	<b>2 - 7</b>	<b>8 - 20</b>	<b>20+</b>	<b>BA</b>	<b>Masters</b>	<b>Doctorate</b>
17%	27%	51%	5%	24%	76%	Less than 1%



**Staff Roster**

**(Please include job title and grade level-data provided by Human Resources Department.)**

Stephanie Allen	Psychologist
Lisa Anderson	1st Grade Teacher
Karen Anthony	Secretary
Linda Bailer	Media Paraprofessional
Kathy Banks	Social Worker
Aaron Benesh	2nd Grade Teacher
Carmen Block	Kindergarten Plus Teacher
Kellie Brannick	Specialist - Research & Writing
Ramona Braun	3rd Grade Teacher
Marianne Brinda	Kindergarten Plus Teacher
John Brown	ELL Teacher
Kathy Bucher	K Plus/ELL Paraprofessional.
Nancy Buller	1st and 3rd Grade Teacher
Terri Burns	Office Paraprofessional
Marlene Callaghan	Naturalist
Meredith Campbell	Special Ed. Para., Home Base
Ann Carlson	Intervention Teacher
Diana Coggin	Instructional Paraprofessional
Renee Coller	3rd Grade Teacher
Polly Davidson	Instructional Paraprofessional
Lisa Davison	1st Grade Teacher
Mona Domaas	Special Ed. Paraprofessional
Lory Dornbusch	Special Ed./Instructional Paraprofessional
Cheryl Ebner	Special Ed. Paraprofessional
Melissa Evenson	Special Ed. Paraprofessional
Cress Fazendin	Instructional Paraprofessional
Jill Freshwaters	4th Grade Teacher
Sheri Frick	Instructional Paraprofessional
Jennifer Fuzzey	5th Grade Teacher
Brad Gaspar	Vocal Music Teacher
Sally Gerber	Adaptive Physical Education
Carol Ann Giesmann	Special Ed. Paraprofessional
Roberta Granberg	3rd Grade Teacher
Kathy Hagen	Volunteer Coordinator
Sunia Hartmann	Special Education Teacher
Judy Haux	Health Paraprofessional

Kathleen Henkel	4th Grade Teacher
Cecil Hildebrand	Custodian
Kari Ingemann	Kindergarten Teacher
Dave Jackson	5th Grade Teacher
Kayleen Jensen	1st Grade Teacher
Doug Johnson	5th Grade Teacher
Sarah Jordan	Home Base
Shana Kalland	2nd Grade Teacher
Ann Kelly	Special Education Teacher
Terry Klotz	Art Teacher
Tom Koch	Principal
Diane Krull	Instructional Paraprofessional
Jill Lahti	Culinary Express
Emily Lane	Home Base
Sandy Larson	Culinary Express
Rahima Majumder	Home Base
Heidi Martin	Phy Ed Teacher
Daeaun Messer	1st Grade Teacher
Chris Michaelson	Custodian
Kasey Morrissette	Reading Recovery Teacher
Steve Narr	Head Custodian
Nancy Neumer	Home Base
Audrey Otis	Home Base
Ariel Powell	Home Base
Joan Powell	Peer Coach
Christa Rebitzer	4th Grade Teacher
Jennifer Samec	Media Specialist
Teju Sanil	Culinary Express
Heather Schindler	Instructional Paraprofessional
Bob Schultz	5th Grade Teacher
Liz Seeland	Spanish Teacher
Judi Selinger	Speech Pathologist
Susan Snow	Instructional Paraprofessional
Shannon Starvel	Literacy Specialist
Nancy Stewart	Special Ed. Paraprofessional
Allison Storti	2nd Grade Teacher
Sarah Storvick	Intervention Teacher
Sue Strom	2nd Grade Teacher
Scott Sykes	4th Grade Teacher
Delroy Tuorila	Home Base Manager
Anne Turunen	2nd Grade Teacher
Kevin Warns	Computer Para.
Bonnie Waterfill	V21 Teacher
Sabrina Werremeyer	3rd Grade Teacher
Rebecca Wilkens	1st Grade Teacher
Heather Zenzen	3rd Grade Teacher



**District Student Achievement goal for Q Comp focus:** *It is recommended that this be a SMART goal.*

**Improve students' achievement in the areas of reading, math and writing as measured by performance on MCA IIs (Minnesota Comprehensive Assessment) and/or NWEA/MAP.**

**Site Student Achievement SMART goal for Q Comp focus:** The students at Birchview Elementary will maintain their very strong growth achievement in the area of reading as measured by maintaining the percentage of students that *Achieved Targeted Growth* score levels from the 2006/2007 school year (72 percent met or exceeded targeted growth levels), plus or minus the standard error of measurement, on the Measures of Academic Performance (MAP) standardized assessment.

**Summarize the needs assessment (disaggregated data) that was used to determine this goal:** Birchview Elementary's site based team spent two days analyzing student performance data to determine patterns of performance in specific content strands and a specific picture of the students who did not "achieve targeted growth." It should be noted that 72 percent of the students achieved targeted growth or beyond putting Birchview Elementary students performing in the 90<sup>th</sup> percentile of schools nationally on Measures of Academic Performance growth outcomes. From this analysis we determined our professional development and instructional focus will be to provide for student needs in differentiated instruction and academic intervention through *assessment, analysis, action* processes.

**Provide the action plan for the site goal:** *This should answer who will do what when and how will this be accomplished for both students and teachers.*

**Birchview Elementary Alternative Compensation Goal**

**Site Student Achievement SMART goal for Q Comp focus:**

The students at Birchview Elementary will maintain their very strong growth achievement in the area of reading as measured by maintaining the percentage of students that *Achieved Targeted Growth* score levels from the 2006/2007 school year (72 percent met or exceeded targeted growth levels), plus or minus the standard error of measurement, on the Measures of Academic Performance (MAP) standardized assessment.

## **Birchview Elementary Alternative Compensation Professional Development Action Plan**

### **June 2007:**

- Grade-level leadership team review standardized and curriculum-based data to develop the alternative compensation goal and begin to identify instructional strategies to meet goal.
- Grade-level leadership team identifies what instructional focus and professional development is needed in order to accomplish the goals and who will participate.

### **July 2007:**

- 5 Days Literacy Institute Training for Birchview Elementary Teacher Team: Primary instructional team attends the Hamline University summer Literacy Institute to continue exploring promising practices with an emphasis on responsive instruction.

### **Workshop Week:**

- **August 27, 2007** Building principal and summer data-analysis team disseminate and discuss building alternative compensation goal, areas of instructional focus and professional development actions for the 2007/2008 school year (the professional development theme – *assessment, analysis, action* in support of differentiated instruction and academic intervention).
- **August 27, 2007** All school professional development session introducing curriculum enhancement and supplementary materials available to support differentiated instruction.
- **August 29, 2007** All teachers review grade-level relevant data through cross grade-level discussions and student specific data held in Just 5 Clicks (data warehouse system).
- **August 30, 2007** Building differentiation initiative reviewed in detail. Review of student data for 2006/2007 school year. Specific professional development content for the first semester identified.

### **September:**

#### **Week of September 5**

- Building staff establish student routines and begin considering literacy supports and National Urban Alliance instructional strategies.

#### **Week of September 11**

- Peer Coach supports the analysis and interpretation of student data (Just 5 Clicks)
- Peer Coach meets with each teacher and helps guide in the development of his/her Professional Growth Plan-includes setting student achievement gains
- Principal discusses each grade-level team's efforts related to the building's site goal

**Week of September 25**

- Peer Coach begins first formative observations of teachers and reflections
- Teacher reviews classroom 2006/2007 summative data to consider instructional implications
- Staff Meeting: grade-level teams review fall benchmarks in language arts and discuss instructional designs and strategies that influence student engagement in these areas

**October:****Week of October 9**

- Peer Coach focuses on embedding differentiated strategies into instructional activities
- Peer Coach continues to do formative observations of teachers and reflections
- Grade-level teams meet and discuss progress on differentiated instructional strategies
- Teachers share student benchmark data that reflect literacy development
- Wayzata Academy course planning completed by teacher leaders

**Week of October 23**

- Teachers complete Individual Professional Growth Plan
- Peer Coach complete the formative observations of teachers and reflections
- Wayzata Academy course registrations completed and course initiated focusing on assessment, analysis, and action toward differentiated instruction

**November:****Week of November 6**

- Peer Coach focuses on teacher use of differentiated instructional strategies to encourage student engagement and target intervention
- Site Based Professional Development Day (November 9) focusing on refining a K-5 articulation of benchmark skills in reading and review of baseline student data, both curriculum measures and standardized assessment data, to refine instructional focus areas and student intervention efforts
- Grade-level teams will meet and articulate progress on differentiated instructional strategies. Teachers will share student progress data

**Week of November 20**

- First formal observations by Peer Coaches of teachers implementing differentiated instructional strategies to meet Alternative Compensation goal
- Staff Meeting: grade-level teams will engage in a formal discussion of student learning and instructional strategies that support differentiated instruction/student intervention

**Week of November 27**

- Wayzata Academy course session focusing on student work analysis and how this data informs instruction. Significant attention will be focused on using analysis

protocols to support the understanding of formative assessment outcomes and how this data informs instructional decision making

**December:**

**Week of December 11**

- Continue with first formal observations by Peer Coaches of teachers implementing differentiated instructional strategies and student intervention to meet Alternative Compensation goal
- Staff Meeting: discussion of classroom instructional strategies that support student engagement and learning through structured exploration of flexible instructional grouping, collaboration with Intervention teachers, collaboration with Vision 21 teacher, and paraprofessional support structures
- Teachers refine their instructional designs that support the development of effective flexible grouping structures
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (first of six sessions)

**January:**

**Week of January 8**

- Peer Coach focuses on differentiated instructional strategies for meeting the needs of all learners based on current grade-level benchmark skills data emphasizing the use of flexible group structures that respond to student learning needs
- Grade-level teams will meet and articulate progress on instructional strategies that support the development of flexible group structures that respond to student learning needs. Teachers will share and analyze related student work samples.
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (second of six sessions)

**Week of January 22**

- Peer Coach discusses progress of Teachers' Professional Growth Plans & provide support and resources for all building certified staff
- Peer Coach continues to focus on differentiated instructional strategies for meeting the needs of all learners based on grade-level benchmark skills data emphasizing flexible group structures that respond to student learning needs
- Staff Meeting: Grade-level teams will review what is working and not working with flexible grouping structures that support student learning progress toward grade-level benchmarks
- Staff Development Day (January 25<sup>th</sup>) will focus on increased student achievement by facilitating a deep understanding of the standards and benchmarks that comprise the Wayzata School District's language arts curriculum, informed by the Minnesota Academic Standards, by creating student oriented "I can" statements for each grade-level benchmark
- Wayzata Academy course session focusing on differentiated scaffolding strategies that support student engagement and leaning

**February:****Week of February 5**

- Peer Coach focuses on differentiated scaffolding strategies
- Peer Coach will begin second formative observations of teachers and reflect on observation
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (third of six sessions)

**Week of February 19:**

- Peer Coaches will continue second formative observations of teachers and reflect on observation
- Teams will meet and articulate progress on instructional strategies that promote differentiated scaffolding strategies. Teachers will share related student work samples and analyze grade-level benchmark skills data.
- Staff Meeting: Classroom teachers will evaluate and summarize student work samples which reflect differentiated scaffolding strategies to determine progress

**Week of February 26**

- Wayzata Academy course session focusing on what students need - resources to draw from as instructional design is considered (intervention content)

**March:****Week March 5**

- Peer Coach focuses on instructional strategies that promote responsive resource selection and instructional design
- Peer Coach will finish second formative observations of teachers and reflect on observation
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (fourth of six sessions)

**Week of March 19**

- Grade-level teams will meet to review literacy data that indicate progress on selecting responsive resources selection and instructional design (intervention content)
- Staff Meeting: Discussion of the analysis of student literacy work through rubric scoring, error analysis, and strategy analysis to support instructional planning and instructional delivery
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (fifth of six sessions)

**April:****Week of April 9**

- Begin final formal observations by Peer Coaches of teachers implementing

effective instructional strategies that support building Qcomp goal and the Wayzata Frameworks for Effective Instruction

- Peer Coach will review with Teachers their attainment of Professional Growth Plan
- Grade-level teams will meet to analyze student work through rubric scoring, error analysis, and strategy analysis to consider instructional design and pedagogical delivery
- Wayzata Academy course session focusing on flexible grouping structures and the role of support staff

### **Week of April 23**

- Continue with final formal observations by Peer Coaches of teachers implementing effective instructional strategies that support building Qcomp goal and the Wayzata Frameworks for Effective Instruction
- Teams will meet to analyze student work through rubric scoring, error analysis, and strategy analysis to consider instructional design and pedagogical delivery
- Staff Meeting: Classroom teachers present student work and provide examples of rubric scoring and the implications for flexible grouping structures and the role of support staff
- Culturally Responsive Instructional Strategies for New Teachers course: advancing culturally responsive strategies through professional resources and reflection (sixth of six sessions)

### **May:**

- Complete final formal observation by Peer Coach of teachers implementing effective instructional strategies that support building Qcomp goal and the Wayzata Frameworks for Effective Instruction
- Peer Coaches develops a summary report indicating the amount of professional development colleagues received throughout the year
- Grade-level teams and specialists analyze student data from MAP testing and curriculum based measures to consider student progress, evaluate Qcomp goal

### ***Ongoing staff development supports***

Throughout the year, staff members will have access to the Vision 21 and Intervention Specialist to receive job-embedded professional development. Learning opportunities will be tailored to the needs of the staff member, child, or class.

*Additional Professional development activities may include items from the following list:*

- ✓ Observe a student
- ✓ Participate in meetings with parents to facilitate communication between school and home
- ✓ Look at student data
- ✓ Identify what the student needs next (goals and strategies)
- ✓ Demonstrate a strategy
- ✓ Assess a child who present concerns

- ✓ Help plan for individual or small group instruction
- ✓ Instruct your class while you observe someone else
- ✓ Gather appropriate materials for struggling learners
- ✓ Gather professional articles for study
- ✓ Communicate information from professional readings and trainings
- ✓ Help tailor curriculum to better meet the needs of your students
- ✓ Co-plan and implement a new strategy
- ✓ Facilitate book groups/professional development
- ✓ Attend grade level meetings
- ✓ Facilitate communication with paraprofessionals

***Academy Course: Assessment, Analysis, and Action***

Course content overview:

The *Assessment, Analysis, and Action* course will explore an expanded use of student work and assessment products to support instructional decision making in language arts across the elementary grades. There will be an emphasis on creating learning environments that are responsive to diverse learning needs. The course will emphasize instructional practice that conscientiously reflects on the knowledge, skills, and dispositions that children develop in Wayzata academic settings. Participants will consider promising practices that reflect the following cycle:

- 1) Looking at pre-existing student data
- 2) Identify the instructional needs of specific students
- 3) Assessment
- 4) Assessment analysis
- 5) Instructional Planning for Specific Students
- 6) Implementation
- 7) Outcome Analysis

The exploration will include contextualizing concepts to real students and the developmental progression that these students demonstrate as they mature in their academic abilities. Teacher will use the K-5 benchmarks of language arts to consider instructional experiences that promote growth.

This course will meet five times over the course of the 2007/2008 school year. Each session will run from 4:00-6:40 at Birchview Elementary to consider:

1. Grade-level benchmarks and secure skills - cross grade-level focus (considering the progression or sequence of learning)
2. The roll of pre-assessment and other data sources in considering student needs
3. Analyzing student work - using protocols and error analysis to determine next step instruction (what students are telling us)
4. Scaffolding instruction to engage all learners (adjusting content, process, and product)
5. What do students need - resources to draw from as instructional design is considered
6. Flexible grouping structures and the role of support staff (playing with the paradigm)
7. Accelerating learning (what are other ways we engage our students and community in support of accelerated learning)

### ***Culturally Responsive Instruction Training for New Staff***

Six session training experience for new staff to learn instructional strategies that provides culturally responsive components. Integration funds for course development and training sessions will be utilized.

The objectives of this professional development effort include:

- To develop a greater awareness of lesson components that support culturally responsive instruction
- To foster reflection on current practices
- To support the continued development of rich instructional environments that enhance student learning

By providing a uniform introduction, modeling, and guided practice through a series of staff development sessions, new teachers will be better prepared to address the learning needs of all students. Topics of these sessions will include:

1. Strengths orientation to student learning outcomes
2. Understanding the cultural components of a lesson
  - Personal experience
  - Others experience
  - Navigating the difference
3. Core design strategies
4. Core teaching strategies
  - Thinking Maps
  - Thinking Strategies
  - Student Engagement Strategies
5. Participation

The primary vehicle for this professional learning is establishing an effective course of study that supports new teachers as they develop the background and depth of knowledge to effectively use culturally responsive instructional practices. Two experienced teachers with National Urban Alliance training will serve as the core facilitators. These two experienced teachers will provide key information to new Birchview Elementary teachers, professional reflection, and act as resources to continue the refinement of competencies that support culturally responsive practices.



## DATA ANALYSIS OF PREVIOUS ALT COMP GOAL

**Goal:**

One percent of the students at Birchview Elementary will improve achievement in the area of mathematics as measured by moving from the *Missed Targeted Growth* level to the *Achieved Targeted Growth* level on the mathematics portion of the Measures of Academic Performance (MAP) standardized assessment.

**Summary/Interpretation of Data Analysis:**

**Data Table**

School Year	2005/2006	2006/2007	
% of Students Making Targeted Growth	70.3	79.4	% Gain 9.1

In analyzing Measures of Academic Progress (MAP) *growth* data in mathematics for the 2006/2007 school year, it was found that Birchview Elementary students performed at the high end of growth achievement for the Wayzata School District students and above the 95% nationally. It should be noted that Birchview Elementary student mean RIT scores were very close to the Wayzata average range in third, fourth, and fifth grades (years tested). The following data is of course only a single measure perspective of student performance and should be viewed with this consideration and caution in mind:

**Mean Growth** (expressed in RIT points)

- Birchview Mean Growth 3rd Grade - 15.7
- Birchview Mean Growth 4th Grade - 13.2
- Birchview Mean Growth 5th Grade - 13.5

**Percentage of Students Meeting or Exceeding Growth Targets**

- Birchview Percent Meeting Growth 3rd Grade - 78.8
- Birchview Percent Meeting Growth 4th Grade - 78.7
- Birchview Percent Meeting Growth 5th Grade - 81.1

**Percent of Target**

- Birchview Percent of Target 3rd Grade - 167.6
- Birchview Percent of Target 4th Grade - 163.9
- Birchview Percent of Target 5th Grade - 167.2

**Mean RIT Score**

- Birchview Mean RIT Score 3rd Grade - 215.6
- Birchview Mean RIT Score 4th Grade - 225.0
- Birchview Mean RIT Score 5th Grade - 234.3

**Goal Achieved: Yes**



**Initiative:**

**Mathematics Improvement Initiative:**

Continue to improve student thinking in and understanding of mathematics including the embedded skills of number sense, fluency, and problem solving as measured by consistently high levels of growth in the Wayzata School District's mathematics benchmark secure skills assessments across all grade levels

**Strategies/Activities:**

- A. Provide tools and information through family education events and school to home communications that advance the partnership between families and school staff as we execute the Wayzata School District's mathematics curriculum
  - 1. Present homework support mathematics content at PTA meetings
  - 2. Submit Birchview Bulletin newsletter contributions that expand parent knowledge of mathematics curriculum and methods to support student learning
  - 3. Host *Family Math Game Nights* at Birchview Elementary
  - 4. Refine the *Fall Grade Level Curriculum Night* mathematics content to expand parent knowledge of mathematics curriculum
  - 5. Continue mathematics *Secure Skills* reporting to parents
  - 6. Highlight mathematics learning and student achievement on the *Birchview Weekly News* and *Making A Difference* awards
  - 7. Enhance the mathematics content on the Birchview Elementary web site
  
- B. Maintain staff proficiency in mathematics instruction through staff development activities
  - 1. Continue regular school-wide data analysis of student performance outcomes
  - 2. Provide new teacher professional development opportunities in elementary mathematics content and instruction
  - 3. Continue the partnership with the University of St. Thomas
  - 4. Provide additional school-wide book studies on mathematics instruction

**Status:**

**Ongoing: Committee Monitoring Efforts Monthly**

**Person/Group Responsible:**

Daonna Start, Kari Ingemann, Jennifer Fuzzey, Chris McCullough

**Timeframe: 2008 - 2010**



**Initiative:**

**Healthy School Community Improvement Initiative**

*Establish school-wide recognition of the importance for a healthy life-style by making explicit connections between the structured physical education curriculum, playground activities, and after-school experiences*

**Strategies/Activities:**

- A. Connect student experiences in their structured physical education class with their classroom experiences and personal lives
  - 1. Provide suggestions for at home physical activities each month
  - 2. Create a “Walk Around the World” school-wide program
  - 3. Use the *Birchview Weekly News* to communicate healthy hints of the week, showcase a new game being taught in Physical Education class, and incorporate “morning movement” into classroom schedules
  
- B. Connect student experiences with our *Great Body Shop* health curriculum to their personal lives as a way to promote healthy living
  - 1. Review and align the health curriculum across grade levels
  - 2. Provide staff development opportunities in the *Great Body Shop* curriculum
  - 3. Supply monthly parent newsletter updates describing curriculum highlights
  - 4. Present health hints on the *Birchview Weekly News*
  
- C. Connect student experiences in their structured classroom environment with structured social environments on the playground
  - 1. Organize a *Game of the Month* program to highlight a new game to integrate physical education activities during recess times
  - 2. Highlight recess game options being played on the *Birchview Weekly News*
  - 3. Institute classroom *Playground Talk* times to encourage student involvement, promote physical health, and respectful problem solving skills

**Status:**

**Ongoing: Committee Monitoring Efforts Monthly**

**Person/Group Responsible:**

Jill Freshwaters, Delroy Tuorila, Anne Naumann, Rebecca Wilkens, Andrea Prohofsky

**Timeframe: 2008 - 2010**



**Initiative:**

**Technology Improvement Initiative**

*Expand the school-wide use of instructional technology to enhance learning by linking the core education curriculum and structured learning experiences to student learning benchmark outcomes*

**Strategies/Activities:**

Strategies

- A. Connect student learning in their core curriculum content with technology applications to provide direct or virtual experiences that enhance learning
  - 1. Reinforce guidelines for appropriate use of technology
  - 2. Use technology to strengthen critical thinking and problem solving skills in authentic situations
  - 3. Increase use of organizational tools progressively throughout the grade levels
  
- B. Strengthen teacher competency in integrating technology into core curriculum instruction to enhance student learning
  - 1. Provide regular staff development opportunities on technology integration
  - 2. Expand authentic use of technology organized curriculum extensions
  - 3. Increase staff participation in District sponsored technology classes
  - 4. Identify grade level *Professional Growth Goals* involving technology integration
  
- C. Provide parents/guardians with information and experiences through family education events and school to home communications that coordinate technology applications to enhance learning
  - 1. Improve technology based homework resources
  - 2. Increase parent use of the Birchview Elementary web site
  - 3. Expand the use of electronic options for home/school communication (email or on-line newsletter)
  - 4. Integrate a technology component into *Family Math Game Night* to model how learning activities can be enhanced or expanded with technology

**Status:**


**Ongoing: Committee Monitoring Efforts Monthly**

**Person/Group Responsible:**

Julie Sheehy, Kellie Brannick, Sabrina Werremeyer, Allie Storti

**Timeframe: 2008 - 2010**

# ***Birchview Elementary School***



## ***Making A Difference***

A partnership of staff, parents, and  
community members working together to  
continue our growth toward becoming  
*A Model of Excellence Among Learning  
Communities*

# *Mission Statement*

***Birchview Elementary strives for academic excellence, emotional and physical well being, and social success for our students within a safe and caring environment***

# 2005-07 Mathematics Goal Review

- **Improve student learning in mathematics skills related to number sense, fluency, and problem solving as indicated by enhanced performance on standardized assessment measures and on Everyday Mathematics unit and end of the year curriculum measures across all grade levels**
  - ✓ University of St. Thomas Partnership
  - ✓ Just 5 Clicks – Secure Skills Data
  - ✓ Birchview Elementary Academy Course
  - ✓ Family Math Nights
  - ✓ Professional Growth Focused on Mathematics

# 2005-2007 Mathematics Goal Review



- ◆ Birchview Mean RIT Score 3rd Grade - 215.6 (at the 78th percentile nationally)
- ◆ Birchview Mean RIT Score 4th Grade - 225.0 (at the 77th percentile nationally)
- ◆ Birchview Mean RIT Score 5th Grade - 234.3 (at the 81th percentile nationally)

# 2005-2007 Mathematics Goal Review

- ★ Birchview Mean Growth 3rd Grade - 15.7
- ★ Wayzata Mean Growth 3rd Grade - 13.0
- ★ Birchview Mean Growth 4th Grade - 13.2
- ★ Wayzata Mean Growth 4th Grade - 10.6
- ★ Birchview Mean Growth 5th Grade - 13.5
- ★ Wayzata Mean Growth 5th Grade - 10.2

# 2005-2007 Vocabulary Goal Review

- **Improve student vocabulary development and background knowledge across the grade levels as indicated by increases in comprehension performance outcomes on standardized assessment measures, on classroom performance measures, and on literacy unit and end of the year curriculum measures**
  - ✓ National Urban Alliance Professional Development
  - ✓ Building Background Knowledge
  - ✓ Kindergarten – Fifth Grade Instructional Focus
  - ✓ Word Consciousness Promoted

# 2005-2007 Vocabulary Goal Review

## ➤ Vocabulary Goal Outcomes

- ◆ Birchview Mean RIT Score 3rd Grade - 206.8 (at the 70th percentile nationally)
- ◆ Birchview Mean RIT Score 4th Grade - 211.7 (at the 66th percentile nationally)
- ◆ Birchview Mean RIT Score 5th Grade - 219.1 (at the 71th percentile nationally)

# 2005-2007 Vocabulary Goal Review

- ★ Birchview Mean Growth 3rd Grade - 11.2
- ★ Wayzata Mean Growth 3rd Grade – 8.4
- ★ Birchview Mean Growth 4th Grade - 8.5
- ★ Wayzata Mean Growth 4th Grade – 6.1
- ★ Birchview Mean Growth 5th Grade - 6.4
- ★ Wayzata Mean Growth 5th Grade – 5.4

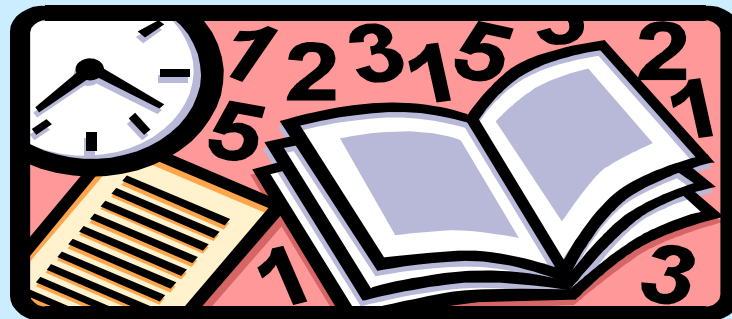
# 2005-2007 Science Goal Review

- **The Birchview Elementary staff will provide opportunities to increase science awareness, understanding, and proficiency by expanding our understanding of the Minnesota Academic Science Standards and implementing the Wayzata Public Schools aligned science curriculum**
  - ✓ Pilot and implement the use of Science Notebooks
  - ✓ Parent Communications
  - ✓ FOSS Science

# 2008-2010

## Focus on Learning Together

Student learning in reading, mathematics,  
health, and technology

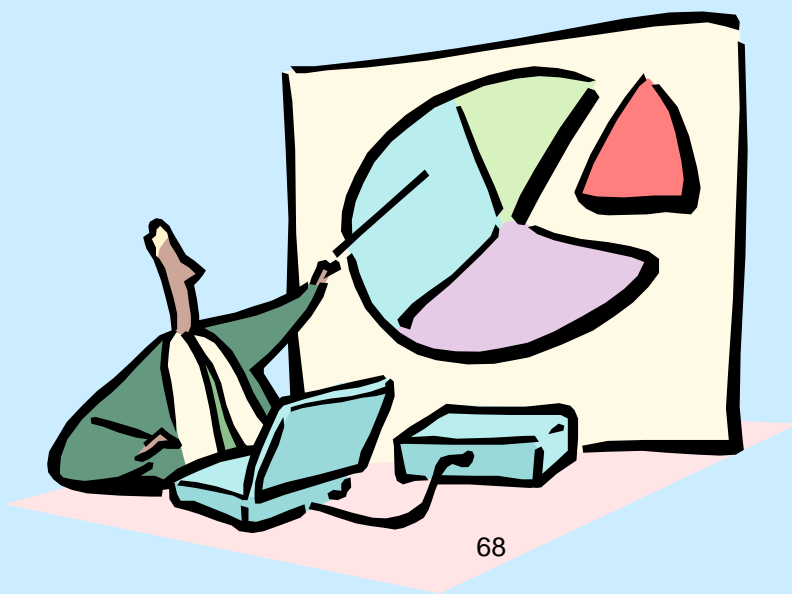


# Decision Making Structure

- Birchview Site Council – parent and staff representatives from all segments of the school
- Assessment data, demographic data and input from teachers and parents
- Wayzata School District vision, mission, and directions guided decisions

# Reading Goal Data Analysis

Birchview Elementary students perform at high levels in reading. Importantly, when students struggle on standardized assessments, weakness across the reading strands are detected



# Reading Improvement Goal

- The students at Birchview Elementary will maintain their very strong achievement growth in the area of reading as measured by maintaining the percentage of students that Achieved Targeted Growth score levels from the 2006/2007 school year (72 percent met or exceeded targeted growth levels) on the Measures of Academic Performance (MAP) standardized assessment

# Reading Goal Committee

## Members

- Shannon Starvel
- Bonnie Waterfill
- Allison Storti
- Sue Strom
- Marianne Brinda



# School-Wide Reading Efforts for 2007/2008

- Grade level leadership team data retreat
- Five day literacy institute for primary teachers
- Grade level review of standards and benchmarks
- Wayzata Academy course

# School-Wide Efforts (cont.)

- Strategies That Work book study
- Active comprehension strategies
- Using standards to increase student achievement
- Culturally responsive instructional strategies

# Mathematic Initiative Data Analysis

Birchview Elementary students perform at high levels in mathematics. Once again, when students struggle on standardized assessments, weakness across the mathematics strands are detected



# Mathematics Initiative

- Continue to improve student thinking in and understanding of mathematics including the embedded skills of number sense and problem solving as measured by consistently high levels of growth in the Wayzata School District's mathematics benchmark secure skills assessments across all grade levels
  - ☀ Provide tools and information to families
  - ☀ Maintain staff proficiency

# Mathematics Initiative Committee

## Members

- Daonna Start
- Kari Ingemann
- Jennifer Fuzzey
- Chris McCullough



# School-Wide Mathematics Efforts for 2008/2010

- Present mathematics content at PTA meeting
- Submit newsletter communications
- Host Family Math Game Nights
- Refine fall curriculum presentations
- Continue school-wide data analysis
- Maintain UST partnership
- Provide new teacher professional development

# Healthy School Initiative

What areas of health need to be emphasized so that students' physical well being is enhanced?



# Healthy School Initiative

- Establish school-wide recognition of the importance for a healthy life-style by making explicit connections between the structured physical education curriculum, playground activities, and after-school experiences
  - ☀ Connecting physical education to personal lives
  - ☀ Great Body Shop curriculum
  - ☀ Connecting physical education to the playground


# Healthy School Committee

## Members

- Jill Freshwaters
- Rebecca Wilkens
- Delroy Tuorila
- Anne Naumann
- Andrea Prohofsky



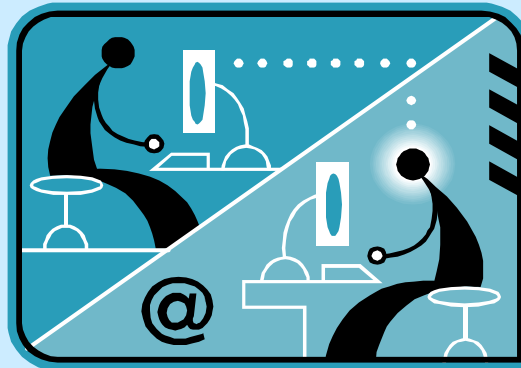
# Healthy School Efforts for 2008/2010



- Provide suggestions for home activities
- Communicate health hints
- Incorporate movement into classrooms
- Align health curriculum
- Organize playground activities
- Encourage involvement of all students

# Technology Initiative

What areas of technology integration will enhance and improve learning?



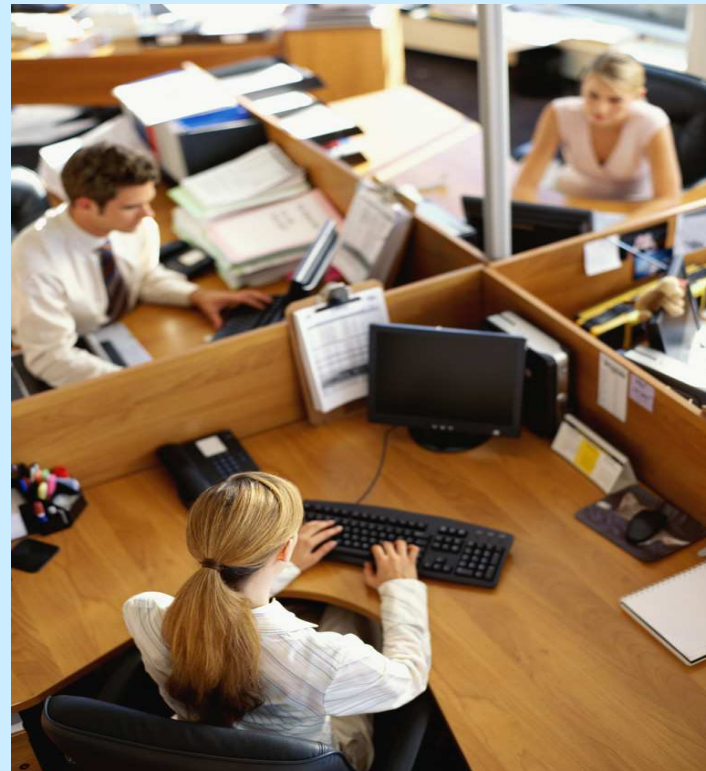
# Technology Improvement Initiative

- Expand the school-wide use of instructional technology to enhance learning by linking the core education curriculum and structured learning experiences to student learning benchmark outcomes
  - ☀ Integrating technology into core curriculum
  - ☀ Strengthen teacher competencies
  - ☀ Coordinate home/school technology integration


# Technology Committee

## Members

- Kellie Brannick
- Sabrina Werremeyer
- Allison Storti
- Julie Sheehy



# Technology Efforts for 2008/2010



- Strengthen critical thinking
- Increase organizational skills
- Provide staff development opportunities
- Organize curriculum extensions
- Improve homework resources
- Increase web site use
- Expand electronic options for communication

# Collaboration Focused on Student Learning

*“Even the grandest design eventually translates into hard work.”*

Richard Dufour

At Birchview Elementary we are committed to student learning and the hard work it takes to achieve solid outcomes.

## Budget Requests, 2008-09

Budget Requests for 2008-09 are described below and shown on the attached spreadsheet.

1. Elementary math intervention specialists-- 0.2 FTE teacher at each elementary school, to work with both students and other teachers to help kids who are struggling with math skills. We recommend approval of this expenditure.
2. Elementary literacy project—This a volunteer recruitment program. Volunteers, mostly senior citizens, work on reading skills with students needing help. Currently operates in four schools (Gleason Lake, Oakwood, Birchview, and Sunset Hill), and two-thirds of the \$15,000 cost is funded with a grant that is expiring. The requested amount would expand the program to all elementary schools in the District. We recommend that this expenditure be approved, with \$8,500 of the cost funded via a reduction in integration expenditures for other purposes, and the rest coming from unallocated general fund resources.
3. Middle school paraprofessional time—this request was for 8 para hours daily for each middle school for supervision and security. We recommend approval of 4 para hours for each school.
4. Increase police liaison coverage—this request would add a school resource officer through the City of Wayzata at West Middle school approximately 3 days per week during the school year. Current allocation of a half-time police liaison officer from the city of Plymouth would be redeployed to the High School. We recommend approval, with \$20,000 of the cost recovered through a reduction of other existing expenditures in the safe schools levy program.
5. Math resource teacher—this request is for a 0.5 FTE teacher to work on math curriculum. Recommend approval.
6. Extended teacher contracts—this request is to pay certain teachers who are working on curriculum adoption to do some of this work during the summer at their normal daily rate of pay. This will reduce the number of days that teachers are pulled out of the classroom during the school year. We recommend approval of this expenditure, using districtwide staff development moneys and/or reserves to pay for the cost.
7. Fund greater portion of CICC coordinator position—this position has been funded in large part with LCTS (Hennepin County) grant money in the past, and this funding source is shrinking. Currently \$6200 of the cost of this position is funded with integration revenue. We recommend that an additional \$10,000 be funded with integration revenue, which will require that some other integration revenue items be reduced by this amount.

8. Math Center at WHS—this request is for an additional teacher at WHS to teach math to students having difficulty. This position is not recommended for approval.
9. Achievement Gap Teacher at WHS—This request is for a 1.0 FTE teacher to work at WHS with students who are substantially at risk of failure. Many of these students are special education students, ELL students, and Choice is Yours open enrollees. We recommend approval of this position at 1.0 FTE, designating 0.5 of the FTE as a special education position. This would bring state special education aid of \$12,090. The remaining cost would be paid from unallocated general fund money (\$15,257), integration revenue (\$17,847), Federal Title 3 ELL funds (\$8,000), and federal special education early intervention funds (\$2,000).
10. Primary Project—This program provides intervention support to students in the early grades who show signs of emotional and behavioral problems in school. It currently operates at Gleason Lake, Oakwood, and Birchview. The request for an additional \$24,180 would have allowed the expansion of the program to Sunset Hill and Plymouth Creek. We do not recommend approval of this program at this time, but it may be possible to free up some money later on in the budget process (perhaps by making further desegregation budget changes to free up some money). Meanwhile we recommend that the program refocus to include Sunset Hill and Plymouth Creek if possible.
11. Special Education Teacher at Gleason Lake—Projections for next year show an estimated number of special education students at Gleason Lake of 44, compared to an average of 26 at the other six elementary schools. Adding this FTE will bring the teacher/student ratio in line with that at the other schools. We recommend approval of this position.
12. Special Education Teacher at Oakwood—Caseloads have grown at the STEP program at Oakwood. This position is necessary to keep the teacher/student ratio at the recommended level of 1:8 for students with moderate-severe and severe-profound DCD. We recommend approval of this position.
13. Special education office clerical increase—this position would be increased from 6-hours daily, 10-month to 8 hours daily, 12 month. This increase was approved in the 2006-07 but the special education department adjusted and did not use the allocated time. We recommend approval of this position, with funding from the federal special education budget.

In March the Administration will seek approval to post those positions for which hiring needs to proceed in the spring in accordance with collective bargaining agreements, bumping rights, etc.

Description	Requested	Recommended	Requested by	Comments
Elem, Math Intervention Specialists	\$77,972	\$77,972	Elem Principals	1.4 FTE (.2 per school)
Elem. Literacy Project	\$21,822	\$13,422	J. Brandl	Also use \$8500 integ. rev. for books, supplies
Middle School Para Time	\$88,224	\$44,112	MS Principals	4 Para hours each MS for security, supervision
Increase Police Liasion Coverage	\$34,320	\$14,320	C. Paul, S. Sommerl	Also reduce safe schools levy budget by \$20,000
Math Resource Teacher (.5)	\$27,847	\$27,847	J. Sigford	
Extended Teacher Contracts	\$55,000	\$0	J. Sigford	Approve; use FIN 308 staff dev alloc./reserves
Fund greater portion of CICC coordinat	\$10,000	\$0	J. Brandl	Use integration revenue
Int'l Bacculaureate Program		\$0	C. Paul	
Math Center at WHS	\$55,694	\$0	C. Paul	Requested 1.0 FTE teacher
ELL/Sp Ed/Achievement Gap @ WHS	\$55,694	\$15,257	C. Paul, L. Fildes	0.5 Sp Ed (\$12,590 state aid), \$17847 integ. rev., \$8,000 Title 3, \$2,000 Fed spec ed
Primary Project	\$24,180	\$0	D. Marget	Reallocate to cover SSh and PC. Address later
Special Ed Teacher--GL	\$30,514	\$30,514	L. Fildes	1.0 FTE for large caseload. \$25,180 state aid.
Special Ed teacher--OW	\$30,514	\$30,514	L. Fildes	1.0 FTE for large caseload. \$25,180 state aid.
Special Ed Clerical Para addition	-		L.Fildes	\$13,505. Approve; Use federal funds.
<b>TOTAL</b>	<b>\$511,781</b>	<b>\$253,958</b>		

**Summary**

General Fund Undesignated	\$253,958
Integration Revenue	\$33,757 (Other integration revenue expenditures will be reduced)
Additional State Sp Ed Aid	\$62,950
Safe Schools Budget Reduction	\$20,000
Staff Development Allocation/Reserves	\$55,000

### **Oakwood Parking Lot Expansion**

Attached is the most recent cost estimate for the Oakwood Parking Lot expansion, showing an estimated cost of \$256,222. We had hoped that the City of Plymouth would pay for half of this, but at this point the City is not interested, due to city budget concerns; the high cost of the project; the fact that they paid for all of the cost of a 107-space lot at Oakwood in the 1980's; and the fact that they have had very few safety complaints from citizens related to lack of on-site parking. We have not yet issued specifications to contractors, so the project could be halted at this point if the Board desires to do that.



**PROPOSED PROJECT BUDGET**

**ISD 284 Wayzata Public Schools**  
**Oakwood Elementary School**

TSP Project No. 05070874  
2/4/2008

**CLASSROOM ADDITION**

A.	Classroom Addition Construction		\$	1,211,509
B.	Construction Contingency	5.0%	\$	60,575
C.	Architectural/Engineering Fees		\$	143,701
D.	Commissioning Fees		\$	5,299
E.	Geotechnical Services		\$	1,265
F.	Survey		\$	2,005
G.	City Fees and Permits		\$	29,445
	<b>PROJECT BUDGET</b>		<b>\$</b>	<b>1,453,799</b>

**CLASSROOM REMODELING**

A.	Classroom Alteration Construction		\$	41,415
B.	Construction Contingency	5.0%	\$	2,071
C.	Architectural/Engineering Fees		\$	10,371
D.	Geotechnical Services		\$	-
E.	Survey		\$	-
F.	City Fees and Permits		\$	346
	<b>PROJECT BUDGET</b>		<b>\$</b>	<b>54,203</b>

**PARKING LOT EXPANSION**

A.	Parking Lot Expansion Construction		\$	206,808
B.	Construction Contingency	5.0%	\$	10,340
C.	Architectural/Engineering Fees		\$	34,972
D.	Geotechnical Services		\$	1,265
E.	Survey		\$	2,005
F.	City Fees and Permits		\$	832
	<b>PROJECT BUDGET</b>		<b>\$</b>	<b>256,222</b>

	<b>TOTAL PROJECT BUDGET</b>		<b>\$</b>	<b>1,764,224</b>
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# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - March 10, 2008 - 7:30 PM  
Wayzata City Hall  
600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA
  - A. Approval of Minutes
    1. Regular Board Meeting - February 11, 2007
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. SESQUICENTENNIAL MOMENT - Birchview Elementary Students
5. RECOGNITIONS
  - A. Employee of the Month - March -
  - B. Wayzata Public Schools 2007 - 2008 Retirees
6. REPORTS FROM ORGANIZATIONS
  - A. Student Council
7. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - No Changes
      - a. Board Policy 701 - "Budget Implementation" - First Reading
      - b. Board Policy 703 - "Audits" - First Reading
      - c. Board Policy 707 - "Cash Flow Borrowing" - First Reading
      - d. Board Policy 708 - "Grant Applications" - First Reading
      - e. Board Policy 711 - "Depository of Funds" - First Reading
      - f. Board Policy 712 - "Authorized Signatures" - First Reading
      - g. Board Policy 713 - "Student Activities Fund Management" - First Reading
      - h. Board Policy 714 - "Financial Reports and Statements" - First Reading
      - i. Board Policy 715 - "Purchasing Authority" - First Reading
      - j. Board Policy 716 - "Payment Procedures" - First Reading
      - k. Board Policy and Regulations 717 and 717-R - "Expense Reimbursement" - First Reading
      - l. Board Policy and Regulations 718 and 718-R - "Cash and Checks in School Buildings" - First Reading
      - m. Board Policy and Regulations 719 and 719-R - "Use of District Telephones" - First Reading
      - n. Board Policy and Regulations 720 and 720-R - "Disposal of Surplus Property" - First Reading
      - o. Board Policy 721 - "Accounting for Fixed Assets" - First Reading
      - p. Board Policy and Regulations 723 and 73-R - "Student Transportation Safety" - First Reading
      - q. Board Policy 724 - "Student Transportation Services - Walkers and Riders" - First Reading
      - r. Board Policy and Regulations 725 and 725-R - "Student Transportation Management Service - Nonpublic (Outside School District)" - First Reading
      - s. Board Policy 726 - "Student Transportation Management Service - Nonpublic (Within School District)" - First Reading
      - t. Board Policy and Regulations 727 and 727-R - "District-Owned Vehicles" - First Reading
      - u. Board Policy 729 - "Video Recording on School Busses" - First Reading
    2. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - Minor Changes

- a. Board Policy 705 - "Revenues From Investments" - First Reading
      - b. Board Policy and Regulations 706 and 706-R - "Fund Balance" - First Reading
      - c. Board Policy 709 - "Public Schools Foundation" - First Reading
    - 3. Board Policies and Regulations - Reviewed (Per 3-Year Cycle) - Major Changes
      - a. Board Policy 728 - "Operation of District-Owned Activity Bus" - First Reading
  - B. Curriculum and Instruction
    - 1. Approval of Proposed Birchview Elementary School Site Plan - T. Koch
  - C. Finance and Business Services
    - 1. Monthly Financial Reports
    - 2. Approval of Proposed Budget Additions 2008-09 - A. Hopeman
  - D. Human Resource Services
- 8. OTHER BOARD ACTION
  - 9. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
  - 10. BOARD REPORTS
  - 11. NEW BUSINESS
  - 12. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – February 25, 2008

**AGENDA SECTION:** 7. **ADJOURN**

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Moroz

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