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**BOARD OF EDUCATION**

Working Meeting - December 19, 2022 - 4:00 PM  
Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447

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**AGENDA**

- 1. **ROLL CALL/CALL TO ORDER**
  - A. **Finance and Operations Services Reports**
    - 1. District Student Enrollment Study Presentation (60 minutes) 2
  - B. **Teaching and Learning Reports**
  - C. **Human Resource Services Reports**
    - 1. Sabbatical Presentations (60 Minutes) 80
  - D. **Superintendent's Reports**
- 2. **ADJOURN**

# WAYZATA PUBLIC SCHOOLS ISD#284

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## ENROLLMENT PROJECTIONS

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12/16/2022

# WAYZATA PUBLIC SCHOOLS ENROLLMENT PROJECTIONS

## Executive Summary

Since 2012-13

- Wayzata Public Schools' enrollment (excluding Early Childhood) increased by 1,545 students or 14.6 percent despite the decrease in nonresident students
- Resident enrollment (excluding Early Childhood) increased by 2,176 students or 22.3 percent
- Nonresidents make up 1.5 percent of total enrollment in 2022-23
  - The Wayzata Public Schools had a net loss of 789 students to other public options in 2022-23
- The market share of the Wayzata Public Schools is 81.0 percent, which is a high percentage

In ten years, that is, in 2032-33

- Wayzata Public Schools' enrollment (excluding Early Childhood) is projected to increase ranging from 13,240 to 13,580 or 9.3 percent to 12.1 percent more than the 2022-23 enrollment of 12,111 students
- Kindergarten is projected to be smaller than the previous year's Grade 12, which is a change
- Net migration is projected to continue. Although the number of single-family detached housing units has increased steadily, net in migration varied from year to year

In five years, that is, in 2027-28

- K-5 enrollment projected to be 106 to 257 students larger than in 2022-23
- Middle school enrollment is 342 to 358 students higher than today
- High school enrollment projected to increase by 347 to 362 students between 2022-23 and 2027-28

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

- Too high
  - Projected kindergarten is too high
  - More students chose other education options
  - Project in migration too high
- Too low
  - Projected kindergarten is too low
  - More residential development than projected

## **COVID-19 AFFECTS**

Minnesota public school enrollment in 2020-21 was affected by the COVID-19 Pandemic. Kindergarten classes were smaller and elementary students, in general, were lost to home schools and or private schools. Middle school and high school enrollment was less affected by the Pandemic.

The COVID-19 Pandemic affected Wayzata Public Schools' 2020-21 and 2021-22 enrollment.

- The 2020-21 kindergarten smaller than its “expected” size
- Net out migration occurred for the first time in over a decade
- Students shifted to other educational options
  - Nonpublic enrollment increased
  - Home school enrollment increased
  - Charter school enrollment increased
  - Open enrollment out of the district increased

# ENROLLMENT PROJECTIONS

## Introduction

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

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in a district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. Two other choices exist: a) dropping out of high school, and b) delaying starting kindergarten (academic redshirting).

## Enrollment Trends

### Enrollment in the Wayzata Public Schools

#### Current Enrollment/Past Trends

Enrollment trends play out over extended periods of time. Total enrollment and resident enrollment both increased since 2012-13. On October 8, 2012, open enrollment was totally closed. By closing open enrollment, nonresident enrollment dropped rapidly from 815 students in 2012-13 to 184 students in 2022-23. In the past ten years, total enrollment increased by 1,545 students or 14.6 percent while resident enrollment increased by 2,176 students or 22.3 percent. Total enrollment increased less than resident enrollment because nonresident enrollment decreased. In 2022-23, nonresidents make up 1.5 percent of total enrollment. The percentage of nonresidents was 7.7 percent in 2012-13.

ENROLLMENT										
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
10,566	10,539	10,646	10,782	11,204	11,585	11,860	12,095	11,904	11,864	12,111

Source: Wayzata School District, Fall Enrollment. Excludes Early Childhood and ALC in 2021-22 and 2022-23

ESTIMATED RESIDENT ENROLLMENT										
2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
9,751	9,791	10,006	10,286	10,777	11,226	11,539	11,775	11,648	11,660	11,927

Resident enrollment is total enrollment less open enrollment in and tuition enrollment in (see page 6)  
 Source: Wayzata School District, Fall Enrollment. Excludes Early Childhood and ALC in 2021-22 and 2022-23

Like all population change, school enrollment changes result from two different phenomena—natural increase/decrease and net migration. The difference between the size of the incoming Kindergarten class and the previous year’s Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. As the next table shows, since 2012-13, six of the past ten years saw Wayzata Public Schools’ Kindergarten classes larger than the previous year’s Grade 12. However, since 2012-13, natural increase added only 41 students to the Wayzata Public Schools.

COMPONENTS OF ENROLLMENT CHANGE				
October To October	Total		Natural Increase/Decrease	Net Migration
	#	%		
2012 to 2013	-27	-0.3	-194	167
2013 to 2014	107	1.0%	-46	153
2014 to 2015	136	1.3%	13	123
2015 to 2016	422	3.9%	42	380
2016 to 2017	381	3.4%	88	293
2017 to 2018	275	2.4%	48	227
2018 to 2019	235	2.0%	126	109
2019 to 2020	-191	-1.6%	-57	-134
2020 to 2021	-40	-0.3%	49	-89
2021 to 2022	247	2.1%	-28	275
Total	1,545	---	41	1,504

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

This method for estimating migration does not distinguish between physical movement across the district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in a public school outside the district. Further,

students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

Based on the described methodology, net migration added 1,504 students to the Wayzata Public Schools since 2012-13. Net in migration occurred in eight of the past ten years with only the Pandemic year and the following year experiencing net out migration. This past year saw net in migration again. The combination of net migration and natural increase/decrease is the change in enrollment.

**Student Choices in the Wayzata School District**

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

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums are faith based as well.

In Minnesota, 7.2 percent of all enrolled students were enrolled in traditional nonpublic schools and 2.9 percent of enrolled students were homeschooled in 2021-22. In the Wayzata School District, 11.3 percent of students attended a traditional nonpublic school. Homeschooled students accounted for 1.1 percent of all enrolled students.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
2012-13			
2013-14	1,450	135	1,585
2014-15	1,405	125	1,530
2015-16	1,421	103	1,524
2016-17	1,349	110	1,459
2017-18	1,262	113	1,375
2018-19	1,364	112	1,476
2019-20	2,306	131	2,437
2020-21	2,530	196	2,726
2021-22	1,641	162	1,803
2022-23	1,602	140	1,742

Source: Wayzata School District

The proportion of ISD #284 residents in nonpublic settings is larger than the statewide percentage. Combining home school students and nonpublic students, 12.4 percent of Wayzata School

District residents were in nonpublic settings. In Minnesota, 10.1 percent of all students were enrolled in nonpublic settings. Until the Pandemic, traditional nonpublic enrollment decreased statewide, while the number of homeschooled students increased. The number of students in traditional nonpublic schools also decreased for several years in the Wayzata School District but increased in 2019-20 and 2020-21 but has since decreased. However, traditional nonpublic enrollment remains larger than earlier. The number of homeschooled children increased in the Wayzata School District as well peaking in 2020-21 but has since fallen yet remains above pre-Pandemic numbers.

Public Options

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

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

Since its beginning, open enrollment has attracted ever more students statewide as well as in the Wayzata School District. However, Wayzata closed open enrollment in 2012. In 2021-22, 204 nonresident students open enrolled in the Wayzata Public Schools while 795 district residents open enrolled to public schools elsewhere. In 2022-23, 184 nonresidents enrolled in the Wayzata Public Schools while 774 residents attend a public school elsewhere through open enrollment.

PUBLIC OPTIONS						
Year	In		Out			Net
	Open Enrollment	Tuition Agreements	Open Enrollment	Tuition Agreements	Charter Schools	
2012-13	815					
2013-14	748	0	545	111	146	57
2014-15	640	0	623	100	133	-116
2015-16	496	0	659	87	147	-310
2016-17	427	0	620	98	159	-352
2017-18	359	0	639	99	159	-439
2018-19	321	0	635	102	156	-470
2019-20	320	0	663	58	189	-532
2020-21	256	0	685	58	212	-641
2021-22	204	0	795	41	241	-832
2022-23	184	0	774	27	199	-789

Open enrollment data from Minnesota Department of education for 2013-14 through 2017-18. 2018-19 forward from Wayzata School District

#287 enrollment in tuition agreements. Tuition agreements excluded from the net

Source: Wayzata School District

Nonresident students who open enrolled in the Wayzata Public Schools accounted for 1.7 percent of Wayzata’s total enrollment in 2021-22. Students leaving the district to attend public schools elsewhere represented 5.5 percent of the district’s school age residents. In 2021-22, 9.0 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 6.9 percent of Minnesota students attended charter schools in 2021-22, 1.7 percent of Wayzata School District residents attended a charter school.

As the education choice data show, in 2022-23, the district has a net loss of 789 students to other public options. As fewer nonresidents were accepted, the district went from a net gain in students from other public options to a net loss.

### K-12 Market Share of District School Age Residents

Estimating market share requires an estimate of a school district’s school age population. The best estimate results from adding Wayzata Public Schools’ resident students to the district residents attending traditional nonpublic schools, being homeschooled, and opting for open enrollment out, charter schools and other public options.

Based on 2013-14 and 2022-23, the estimated resident school age population increased from 12,178 to 14,717 students, an increase of 2,539 students or 20.8 percent. Resident enrollment in the Wayzata Public Schools (excluding Early Childhood) increased by 2,136 students or 21.8 percent during the same period. Based on the estimated 2022-23 enrolled population of 14,717, the Wayzata Public Schools (excluding Early Childhood) captured 81.0 percent of the district’s school age population. In 2013-14, market share was 80.4 percent. Increasing one’s market share is unusual in Minnesota.

WAYZATA SCHOOL DISTRICT ESTIMATED RESIDENT SCHOOL AGE POPULATION					
Year	Wayzata Public Schools Resident Enrollment	Nonpublic Settings	Public Options	Other	Total
2012-13	9,751				
2013-14	9,791	1,585	691	111	12,178
2014-15	10,006	1,530	756	100	12,392
2015-16	10,286	1,524	806	87	12,703
2016-17	10,777	1,459	779	98	13,113
2017-18	11,226	1,375	798	99	13,498
2018-19	11,539	1,476	791	102	13,908
2019-20	11,775	2,437	910		15,122
2020-21	11,648	2,726	955		15,329
2021-22	11,660	1,803	1,077	40	14,580
2022-23	11,927	1,742	1,000	48	14,717

### History of Enrollment by Grade

The history of enrollment contains patterns with implications for future enrollment. First, the kindergarten size fluctuated from year to year as did the birth years that correspond to the kindergarten

years. The 2022-23 kindergarten was at its expected size, a reflection of the waning effects of the Pandemic.

The number of students per grade varies in the Wayzata Public Schools. A way of expressing the differences by grade is to look at the “average” number of students per grade. For example, in 2022-23, the average elementary grade (K-5) has 928 students. The average middle school (6-8) has 953 students per grade while high school (9-12) has 922 students per grade. There is a consistent net inflow of students at the beginning of middle school. Thus, the difference in average grade size between K-5 and middle school may not portend the future.

Minnesota's largest graduating high school class since 1978 graduated in 2009. Statewide, graduating classes will be getting smaller. Based on Wayzata’s enrollment history, its largest current grade is Grade 1 so the size of the senior class will continue to increase for some time.

ENROLLMENT											
Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	707	636	742	795	818	894	881	976	776	938	893
1	713	802	722	807	869	873	937	905	936	828	973
2	826	739	825	746	858	922	920	951	901	943	872
3	862	837	752	840	802	913	948	939	931	908	952
4	782	883	842	769	873	839	929	964	898	895	933
5	791	811	906	858	794	919	862	937	946	901	943
6	861	815	838	933	942	853	971	894	958	934	950
7	886	874	843	868	951	972	871	982	881	946	952
8	858	885	871	832	887	947	983	878	962	872	956
9	820	856	882	863	876	907	950	970	916	962	905
10	823	811	834	873	862	855	917	958	959	864	975
11	807	802	807	822	866	858	841	908	951	952	870
12	830	788	782	776	806	833	850	833	889	921	937
Total	10,566	10,539	10,646	10,782	11,204	11,585	11,860	12,095	11,904	11,864	12,111

Source: Wayzata School District, Fall Enrollment. Excludes Early Childhood Education and ALC in 2021-22 and 2022-23

## Enrollment Projections

### Projection Background

Some factors affecting future school enrollment are known. However, other crucial factors are less clear. The difficulty in quantifying the effect of these factors is a challenge. First, the trends around which there is confidence.

#### Trends Where Confidence is High

- Aging. The population in the U.S. and Minnesota is aging. By 2020, 16-17 percent of Minnesota’s population will be 65 years old or older. In 2010, the elderly made up 12.9 percent

of the population. Around 2020, for the first time in history, Minnesota's 65+ population is expected to exceed the 5-17 population (K-12 population). There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

- Fertility. Today, completed fertility (1.73) is below replacement level and there is little reason to think this will change soon. Completed fertility refers to the number of children born per woman throughout her childbearing years. In Minnesota, White non-Hispanic women have below replacement fertility. (Replacement is 2.11 children per female at the end of childbearing.) Fertility rates for Asian and Hispanic women are now near replacement. Black women (African American and African-born) have the highest fertility level, just below 3, that is, just less than 3 children per woman at the end of childbearing.

### Unknowns

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

- Near term and long-term effects of the COVID-19 Pandemic and economic shutdown. Unknown; however, births have fallen, the workforce has shrunk, unemployment is low, and several economic sectors have been hit hard.
- The housing markets. The district has seen a substantial increase in housing units. A robust housing market results in more mobility and this can influence enrollment.
- Immigration. Both the economy and public policy affect international immigration. Future students from international migration are impossible to predict.
- Delay/postponement of childbearing. The Millennials delayed marriage, childbearing, and home ownership. More recently, a higher percentage of 18–49-year-olds report that it is not likely they will have children or have additional children.
- Competition. The establishment of charter schools is hard to predict, and open enrollment continues to increase.

### **Cohort Survival Method**

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

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

Once a grade or cohort has been "aged" to the next higher grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both "aging" and migration in a single step. Over time, the size of a cohort will increase or decrease because of migration as its progresses through the grades. For example, the 2012-13 kindergarten class had 707 members. This same cohort had 975 members in Grade 10 in 2022-23.

The future size of kindergarten classes is especially important in long-term enrollment projections because these students will be in school over the life of the projections. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age, in part, because the preschool population is more mobile than the school age population.

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

A simpler approach is to use resident births as a proxy for kindergarten five to six years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move in before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public-school system captures all the potential students. Some kindergarten students attend private schools or are homeschooled. Others may attend a charter school or open enroll at another district. Therefore, a public school's kindergarten to birth ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into the district or open enrolling into the district (in migration) than leaving (out migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections another five years, Wayzata Public Schools' kindergarten will be projected based on the Minnesota State Demography Center's projections of Minnesota 0-year-olds.

#### Kindergarten Assumptions

After 1990, births fell in the U.S. and in Minnesota; however, from 2003 through 2007, births increased and in 2007, U.S. births were higher than at any time since 1964. Then from 2008 through 2011, births fell in the U.S. and Minnesota. These declines are attributed to the poor economy (Great Recession). Beginning in 2012, Minnesota resident births began to increase but did not return to their 2007 level. Then, births began to decline again. From 2015 through 2020 Minnesota resident births were lower than births in 2014.

As the history of resident births shows, in 2020, Minnesota resident births were 10,064 births or -13.7 percent lower than in 2006. Hennepin County resident births were 1,945 births or -11.6 percent lower fourteen years later. Suburban Hennepin County births, however, were only 682 or -6.7 percent lower.

About one-third (33 percent) of births occur between September 1 and December 31 every year. Therefore, about two-thirds of those eligible for kindergarten were born 5 years earlier and one-third were born 6 years earlier. Adjusting resident births to fit the kindergarten age requirement will be referred to as the kindergarten pool.

Year	Minnesota	Hennepin County	Suburban Hennepin County
2006	73,515	16,780	10,223
2007	73,675	16,848	10,532
2008	72,382	16,566	10,212
2009	70,617	16,334	10,017
2010	68,407	15,955	9,854
2011	68,416	15,943	9,894
2012	68,783	16,345	10,294
2013	69,183	16,584	10,468
2014	69,916	16,770	10,536
2015	69,835	16,829	10,626
2016	69,746	16,485	10,400
2017	68,603	16,333	10,451
2018	67,348	15,844	10,152
2019	66,033	15,430	9,908
2020	63,451	14,835	9,541

Suburban Hennepin County is Hennepin County minus Minneapolis City

Source: Minnesota Department of Health

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

Wayzata's share of the kindergarten pool has increased over time reaching a high of 9.28 percent of the suburban pool in 2019-20. The Pandemic year (2020-21), which was lower should be omitted from the analysis. The 2022-23 ratio is like those from 2016-17 to 2018-19. The average of the past two years is 8.72 percent and when omitting the Pandemic year, the average of the past four years is 8.90 percent of the pool. The average of the past two years (8.72 percent) will be used for the low kindergarten assumption and the average of the past four years omitting the Pandemic year (8.90 percent) will be used for the high kindergarten assumption. These percentages will make a difference in projected kindergarten class size.

WAYZATA'S KINDERGARTEN AS A PERCENT OF THE SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL			
Birth Years	Suburban Hennepin County Pool	Percentage	Kindergarten Year
2006; 2007	10,430	6.78%	2012-13
2007; 2008	10,318	6.16%	2013-14
2008; 2009	10,081	7.36%	2014-15
2009; 2010	9,908	8.02%	2015-16
2010; 2011	9,881	8.28%	2016-17
2011; 2012	10,162	8.80%	2017-18
2012; 2013	10,411	8.46%	2018-19
2013; 2014	10,513	9.28%	2019-20
2014; 2015	10,596	7.32%	2020-21
2015; 2016	10,475	8.95%	2021-22
2016; 2017	10,534	8.48%	2022-23
2017; 2018	10,251		2023-24
2018; 2019	10,037		2024-25

PROJECTED MINNESOTA 0-YEAR OLDS		
Year	Projected Number	Adjusted Number
<b>2017 Actual</b>	<b>68,603</b>	
2017	70,312	
<b>2018 Actual</b>	<b>67,348</b>	
2018	70,395	
<b>2019 Actual</b>	<b>66,033</b>	
2019	70,373	
2020	70,325	65,965
2021	70,274	65,917
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161	65,811
2026	70,161	65,811

Source: Minnesota Demographic Center

To extend kindergarten projections beyond 2024-25, projected Minnesota 0-year-olds will be used as a guide. In 2019, resident births were 4,340 births lower than the projected 2019 0-year-olds or 93.8 percent of the projected number. There is no reason to believe that births will increase to equal the projections. Therefore, the projected number of 0-year-olds will be adjusted to be 93.8 percent of the projection. Note that the projections of Minnesota 0-year-olds are essentially flat between 2019 and 2026. Even these projections may be too high. Most demographers predict the global pandemic will depress births in the United States and worldwide for several years, although U.S. births were up by one percent in 2021.

In the past fourteen years, suburban Hennepin County resident births increased from 14.24 percent of Minnesota births to 15.00 percent of Minnesota births in 2019. During this period, the percentages ranged from a low of 13.91 in 2007 to a high of 15.23 in 2017. The average of the past three years is 15.10 percent. Based on recent history, this percentage is likely to be higher in the future. Therefore, if suburban Hennepin County resident births are 15.23 percent of Minnesota’s 0-year-olds for the next several years, the kindergarten pool would be as shown above. Although the projections show how “flat” these numbers are likely to be, these numbers are sensitive to minor changes in the assumptions.

SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL	
<b>2022-23</b>	<b>10,534</b>
<b>2023-24</b>	<b>10,251</b>
<b>2024-25</b>	<b>10,037</b>
2025-26	10,001
2026-27	10,041
2027-28	10,034
2028-29	10,026
2029-30	10,023
2030-31	10,023
2031-32	10,023
2032-33	10,023

Pool based on actual births bolded

KINDERGARTEN PROJECTIONS		
	@8.72%	@8.90%
<b>2022-23</b>	<b>893</b>	<b>893</b>
2023-24	894	912
2024-25	875	893
2025-26	872	890
2026-27	876	894
2027-28	875	893
2028-29	874	892
2029-30	874	892
2030-31	874	892
2031-32	874	892
2032-33	874	892
Total	8,762	8,942

When the kindergarten to birth ratio is applied to the kindergarten pool, kindergarten projections result. Through 2024-25, the kindergarten projections are based on actual births. The lowest kindergarten projection (based on the 8.72 percent ratio) results in 8,762 kindergarten students over ten years while the highest kindergarten projection (8.90 percent ratio) yields 8,942 kindergarten students over ten years. In the past ten years there were 8,349 kindergarten students. These projections reflect an increase in kindergarten students. (2020 births not reflected in these projections)

## Net Migration Assumptions

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

The next two tables show net migration in raw numbers. As these numbers show, net migration has been positive for eight of the past ten years with only the two Pandemic affected years showing net out migration.

The next table shows net migration for every grade transition. The net out migration of the Pandemic year and the following year (2021-22) touched nearly every grade transition, although the number of students lost was greatly reduced from fall 2020 to fall 2021. 2022-23 saw a return to net in migration. Except for the Pandemic year, net migration was positive between Kindergarten and Grade 1 every year. The other elementary grades experienced net in migration as well. Further, there is a consistent net inflow of students at the beginning of middle school.

NET MIGRATION YEAR TO YEAR										
	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K to 1	95	86	65	74	55	43	24	-40	52	35
1 to 2	26	23	24	51	53	47	14	-4	7	44
2 to 3	11	13	15	56	55	26	19	-20	7	9
3 to 4	21	5	17	33	37	16	16	-41	-36	25
4 to 5	29	23	16	25	46	23	8	-18	3	48
<b>5 to 6</b>	<b>24</b>	<b>27</b>	<b>27</b>	<b>84</b>	<b>59</b>	<b>52</b>	<b>32</b>	<b>21</b>	<b>-12</b>	<b>49</b>
6 to 7	13	28	30	18	30	18	11	-13	-12	18
7 to 8	-1	-3	-11	19	-4	11	7	-20	-9	10
8 to 9	-2	-3	-8	44	20	3	-13	38	0	33
9 to 10	-9	-22	-9	-1	-21	10	8	-11	-52	13
10 to 11	-21	-4	-12	-7	-4	-14	-9	-7	-7	6
11 to 12	-19	-20	-31	-16	-33	-8	-8	-19	-30	-15
Total	167	153	123	380	293	227	109	-134	-89	275
Percent	1.6%	1.5%	1.2%	3.5%	2.6%	2.0%	0.9%	-1.1%	-0.7%	2.3%

The next table summarizes net migration by aggregating net migration by the elementary grades (K-5), the middle school grades (6-8) and the high school grades (9-12). Net migration was negative at all levels, except for high school, from fall 2019 to fall 2020; however, there was a net inflow at all levels this past year. Net migration appears to have recovered from the Pandemic as well.

NET MIGRATION YEAR TO YEAR										
	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K-4	182	150	137	239	246	155	81	-123	33	161
5-8	36	52	46	121	85	81	50	-12	-33	77
9-12	-51	-49	-60	20	-38	-9	-22	1	-89	37
Total	167	153	123	380	293	227	109	-134	-89	275

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

SURVIVAL RATES YEAR TO YEAR										
	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K to 1	1.134	1.135	1.088	1.093	1.067	1.048	1.027	0.959	1.067	1.037
1 to 2	1.036	1.029	1.033	1.063	1.061	1.054	1.015	0.996	1.007	1.053
2 to 3	1.013	1.018	1.018	1.075	1.064	1.028	1.021	0.979	1.008	1.010
3 to 4	1.024	1.006	1.023	1.039	1.046	1.018	1.017	0.956	0.961	1.028
4 to 5	1.037	1.026	1.019	1.033	1.053	1.027	1.009	0.981	1.003	1.054
<b>5 to 6</b>	<b>1.030</b>	<b>1.033</b>	<b>1.030</b>	<b>1.098</b>	<b>1.074</b>	<b>1.057</b>	<b>1.037</b>	<b>1.022</b>	<b>0.987</b>	<b>1.054</b>
6 to 7	1.015	1.034	1.036	1.019	1.032	1.021	1.011	0.985	0.987	1.019
7 to 8	0.999	0.997	0.987	1.022	0.996	1.011	1.008	0.980	0.990	1.011
8 to 9	0.998	0.997	0.991	1.053	1.023	1.003	0.987	1.043	1.000	1.038
9 to 10	0.989	0.974	0.990	0.999	0.976	1.011	1.008	0.989	0.943	1.014
10 to 11	0.974	0.995	0.986	0.992	0.995	0.984	0.990	0.993	0.993	1.007
11 to 12	0.976	0.975	0.962	0.981	0.962	0.991	0.990	0.979	0.968	0.984

Before the Pandemic Wayzata Public Schools' survival rates were above 1.000, except after Grade 9. Like many other enrollment measures, survival rates fluctuate from year to year. Calculating an average of two or more years is a way to smooth out these annual fluctuations.

Calculating survival rates for projections should avoid the Pandemic year, and for Wayzata, the year following the Pandemic as well. Focusing on the two years prior to the Pandemic year and the most recent year offers one reasonable option. Another option is the average of one year prior to the Pandemic year and the most recent year. These projected survival rates could be too high when compared to projected new housing units.

PROJECTED SURVIVAL RATES		
Grade	Low (1 Year Prior +)*	High (2 Years Prior +)*
K to 1	1.032	1.037
1 to 2	1.034	1.041
2 to 3	1.016	1.020
3 to 4	1.023	1.021
4 to 5	1.032	1.030
<b>5 to 6</b>	<b>1.046</b>	<b>1.049</b>
6 to 7	1.015	1.017
7 to 8	1.010	1.010
8 to 9	1.013	1.009
9 to 10	1.011	1.011
10 to 11	0.999	0.994
11 to 12	0.987	0.988

\*Prior to the Pandemic year  
+ Most recent year

The differences between these survival rates can be seen in the projections below. By using the low kindergarten assumption, the number of kindergarten students is the same in two projections, so the differences are solely the result of the survival rates.

There is a 134-student difference between the two migration assumptions. The difference at K-5 is 55 students. The difference is 51 students at Grades 6-8 and 28 students at Grades 9-12. The biggest difference is in the elementary school grades followed by the middle school grades

SUMMARY OF EFFECTS OF SURVIVAL RATES IN TEN YEARS WITH LOW KINDERGARTEN ASSUMPTION				
Survival Rates	Total	K-5	6-8	9-12
Two years prior* plus past year	13,374	5,682	3,233	4,459
One year prior* plus past year	13,240	5,627	3,182	4,431

\*Prior to the Pandemic

Because the reasonable options are so limited, the two years prior to the Pandemic plus the past year and one year prior to the Pandemic plus the past year will be used for the projections.

### Projection Results

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

Four cohort projections are shown in the next table. In ten years, there is a 340-student difference between the lowest projection and the highest projection. The kindergarten assumptions account for a 204-206-student difference in the ten years while the migration assumptions account for a 134-136-student difference in ten years. These numbers show that the kindergarten assumptions account for more of the difference among the four projections than the migration assumptions. This means selecting the “best” projection rests on decisions about the kindergarten assumptions.

All four projections show enrollment increasing but at different rates of increase.

The lowest projection is based on the low kindergarten and low migration assumptions. In this projection, enrollment increases by 1,129 students or 9.3 percent by 2032-33. In five years, enrollment is 809 students or 6.7 percent higher than today.

The highest projection, based on the high kindergarten and high migration assumptions, shows enrollment increasing by 1,469 students or 12.1 percent between 2022-23 and 2032-33. In five years, enrollment increases by 963 students or 8.0 percent.

In between the highest and lowest projections are two other projections. In 2032-33, these two projections differ by 70 students. As a group, the four projections reflect a range of possibilities with all four projections showing enrollment increasing.

ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig
<b>2022-23</b>	<b>12,111</b>	<b>12,111</b>	<b>12,111</b>	<b>12,111</b>
2023-24	12,273	12,181	12,291	12,299
2024-25	12,495	12,511	12,531	12,547
2025-26	12,614	12,643	12,670	12,699
2026-27	12,797	12,838	12,872	12,914
2027-28	12,920	12,978	13,016	13,074
2028-29	13,036	13,100	13,152	13,227
2029-30	13,138	13,228	13,275	13,367
2030-31	13,202	13,304	13,361	13,465
2031-32	13,244	13,361	13,425	13,545
2032-33	13,240	13,374	13,444	13,580

*Excludes Early Childhood*

The projections from 2022-23 to 2032-33 reflect the following components of enrollment change. The Wayzata Public Schools will experience **natural decrease** as it has several times in the past ten years. Natural decrease results from the incoming Kindergarten classes being smaller than the previous years’ Grade 12. In the past ten years natural increase averaged 4 students per year. In the next ten years, natural decrease averages 93 to 97 students per year in the low kindergarten projections and 79 to 89 per year in the high kindergarten projections. **Wayzata Public Schools will move from natural increase to natural decrease.**

COMPONENTS OF PROJECTED ENROLLMENT CHANGE				
Oct. to Oct. 2021 to 2031	Total		Natural Increase/ Decrease	Net Migration
	#	%		
Low K/Low Mig	1,129	9.3%	-968	2,097
Low K/High Mig	1,263	10.4%	-927	2,190
High K/Low Mig	1,333	11.0%	-788	2,121
High K/High Mig	1,469	12.1%	-889	2,358

*Excludes Early Childhood*

Net in migration continues. The low migration assumption averages 210 to 212 students per year. The high migration assumption averages 219 to 236 students per year. Excluding the Pandemic year and the following year, net migration averaged 216 students per year since 2012-13. **Projected net in migration with the low migration rate is like the recent past; however, the high migration assumption results in higher net in migration than in the past.**

ENROLLMENT PROJECTIONS				
	K-5	6-8	9-12	Total
<b>2021-22</b>	<b>5,566</b>	<b>2,858</b>	<b>3,687</b>	<b>12,111</b>
<b>2027-28</b>				
Low K/Low Mig	5,672	3,200	4,049	12,920
Low K/High Mig	5,727	3,216	4,034	12,978
High K/Low Mig	5,767	3,200	4,049	13,016
High K/High Mig	5,823	3,216	4,034	13,074
<b>2032-33</b>				
Low K/Low Mig	5,627	3,182	4,431	13,240
Low K/High Mig	5,682	3,233	4,459	13,374
High K/Low Mig	5,743	3,246	4,453	13,444
High K/High Mig	5,799	3,300	4,481	13,580

*Excludes Early Childhood*

Looking at the projections based on the elementary, middle school and high school grades is instructive. In the first five projection years, K-5 enrollment is from 106 to 257 students higher than today. In ten years, K-5 enrollment ranges from 61 to 233 students higher than today. For the first five projection years, the kindergarten students have already been born.

In the first five projection years, middle school enrollment is 342 to 358 students higher than today. In the second five projection years, middle school enrollment ranges from 324 to 442 more students than today. In the second five projection years, the kindergarten assumptions effect the middle school projections but in the first five years only the current grade size and the migration assumptions are affecting the size of the middle school grades.

High school (Grades 9-12) enrollment is projected to increase by 347 to 362 students in the first five projection years and continue to increase so that in 2032-33, high school enrollment ranges from

744 to 794 more students than today. Grades 9-12 projections are almost totally a result of the migration assumptions because the kindergarten assumptions have only a small effect on the high school projections.

In 2032-33, the 2022-23 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions.

### **Housing Unit Method**

The housing unit method provides another way of projecting population and school enrollment. While the number of dwelling units (housing units) is related to the number of school age children, dwelling units alone do not determine the number of school age children. The number of school age children per unit is also a key variable in the projection equation.

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

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

The relationship between housing unit characteristics and enrollment has been established by findings based on school districts in four states (Minnesota, Wisconsin, Illinois, and Colorado). These findings are in italics.

- *Dwelling unit type affects the school age child per unit yield. Single-family detached units have the highest school age child per unit yield. Single-family attached, such as townhouses, have significantly fewer children per unit than single-family detached units, while apartment units have even fewer school age children per unit, although there are some local exceptions.*
- *Newer single-family detached units yield more students per unit than older single-family detached units.*
- *As single-family detached units sell (turnover), student yield usually increases in the newer units. In older units, yield is likely to decrease.*
- *The market value of single-family detached units affects the school age child per unit yield. Moderately priced to higher priced units yield more school age children than the lowest priced units.*
- *As the population ages, more dwelling units are being built for mature adults (55+ years) and for seniors. These units will have zero school age children per unit.*

Projecting school enrollment from housing units has many limitations. The housing unit method produces reasonably reliable results for school districts when enrollment is stable or increasing. (The housing unit performs best when hay fields, corn fields or wheat fields are converted into residential units in a rapidly growing district.) The method’s greatest weakness is in its inability to detect trends that signal enrollment decline. Housing stock does not provide many clues about the age of the inhabitants, which is vital to school enrollment projections. Further, the housing unit method does not reflect existing differences in grade size or how these differences will affect future enrollment. Projected smaller kindergarten classes are not reflected either. When either of these characteristics is present, the housing unit method cannot detect them because yield per unit remains at today’s level throughout the projection period. This makes the method “static” and often results in over projecting enrollment especially when natural decrease is present.

Another challenge with the housing unit method is the assumption surrounding new units. It is usually assumed that new units mean new residents to the district. Sometimes this is true, but not always. People move within a school district as well. Even if the occupants of new housing units are “new” to the district and have school age children, these children do not necessarily translate into additional public-school enrollment because the population in existing units may be changing as well.

Single-family detached housing units increased rapidly in recent years as the next table shows. In seven years, 2,644 single-family detached units were added averaging 378 per year.

NEW SINGLE-FAMILY DETACHED UNITS BY YEAR	
Year	New Units
2012	328
2013	378
2014	357
2015	407
2016	376
2017	428
2018*	370

\*Building Permits

Projections for future housing units are more modest. Corcoran appears to have the most potential for single-family detached units. Based on information available, projected residential growth is shown in the next table. Of course, lots of parcels in the Wayzata could redevelop but how practical that will be in the current housing market is unknown.

PROJECTED RESIDENTIAL DEVELOPMENT BY UNIT COUNT 2022-2026					
Municipality	Single-Family Detached	Townhomes	Twin Homes	Apartments	Condos
Corcoran (approved)	428	134	80	80	
Corcoran (36.75 acres)	110-183				
Corcoran (40.54 acres)	121-202				
Wayzata (Gateway)					67
Wayzata (Rice St)		4			
Wayzata (Westway)					36
Wayzata (200 Lake St)					33
Medina	60	250		80	
Maple Grove	184				
Total	903-1,057	388	80	160	136

Based on these projections, single-family detached units would average 181 to 211 per year, about one-half the number from 2012 through 2018.

When thinking about the student population in new housing units, it is vital to remember that the K-12 yield for single-family detached units varies by school district and by attendance area within school districts. However, the yield of 0.22 students per townhome is very consistent across all school districts across states. Multi-family units (apartments) have a typical yield of 0.11 to a maximum yield of 0.15, which is consistent across all school districts across states. Condos yield almost no school age children per unit (0.02 to 0.05).

Based on the projected number of units, the projected net migration in the cohort projections may be too high.

## CHAPTER 2 ENROLLMENT PROJECTIONS FOR ELEMENTARY SCHOOLS

Projecting K-5 enrollment by school is fraught with potential errors because the enrollment at any one school is small, which magnifies annual fluctuations in kindergarten class size and net migration. For this reason, along with the brief time that existing students are part of the K-5 student body, projections will be made for five years rather than ten years. This chapter focuses on the nine Wayzata Public Schools' elementary schools.

### Past Trends

K-5 enrollment is 206 students or 3.8 percent higher in 2022-23 than in 2017-18; however, enrollment did not increase at every elementary school because attendance area boundaries changed, and a ninth elementary school opened. Despite these changes, Greenwood saw enrollment increase and Gleason Lake's enrollment returned to its 2017-18 level.

ENROLLMENT GRADES K-5						
School	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Birchview	499	474	447	415	387	429
Gleason Lake	568	586	634	602	571	568
Greenwood	794	813	775	722	770	823
Kimberly Lane	760	778	628	571	564	524
Meadow Ridge	853	869	768	769	784	769
North Woods			569	601	684	776
Oakwood	515	562	494	458	431	416
Plymouth Creek	690	714	675	629	597	588
Sunset Hill	681	681	682	621	625	673
Total	5,360	5,477	5,672	5,388	5,413	5,566

Enrollment by year reflects boundaries in effect that year

KINDERGARTEN						
School	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Birchview	88	74	74	71	81	90
Gleason Lake	95	102	116	90	97	84
Greenwood	143	136	141	96	158	125
Kimberly Lane	118	115	100	76	83	71
Meadow Ridge	133	114	122	96	113	111
North Woods			104	89	114	136
Oakwood	91	104	80	72	72	84
Plymouth Creek	106	125	103	90	95	84
Sunset Hill	120	111	136	96	125	108
Total	894	881	976	776	938	893

Kindergarten by year reflects boundaries in effect that year

The previous table shows a five-year history of kindergarten enrollment. The 2022-23 kindergarten was one student less than the 2017-18 kindergarten. At many schools, kindergarten was smaller in 2022-23 than in 2017-18, although much of that change could be the result of attendance boundary changes.

Since 2017-18, districtwide, K-5 net migration was positive except for the Pandemic year. The year following the Pandemic was positive but depressed as well.

NET MIGRATION GRADES K-5					
School	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
Birchview	-7	-30	-33	-27	3
Gleason Lake	14	28	-32	-11	8
Greenwood	19	-42	-7	0	50
Kimberly Lane	24	-152	-17	19	6
Meadow Ridge	51	-76	33	39	8
North Woods			39	68	55
Oakwood	28	-69	-32	-20	-17
Plymouth Creek	24	-11	-25	-16	18
Sunset Hill	2	-32	-49	-19	30
Total	155	81	-123	33	161

## K-5 Projections

### Individual Elementary Schools

Individual school projections will be made using the cohort survival method. The advantage of this method is that it begins by aging the student population. Therefore, any differences in grade size are reflected in the projections when these classes leave elementary school. In addition, this method is sensitive to the number of births in the immediate past.

#### Kindergarten

PERCENT OF KINDERGARTEN BY SCHOOL						
School	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Birchview	9.84	8.40	7.58	9.15	8.64	10.08
Gleason Lake	10.63	11.58	11.89	11.60	10.34	9.41
Greenwood	16.00	15.44	14.45	12.37	16.84	14.00
Kimberly Lane	13.20	13.05	10.25	9.79	8.85	7.95
Meadow Ridge	14.88	12.94	12.50	12.37	12.05	12.43
North Woods			10.66	11.47	12.15	15.23
Oakwood	10.18	11.80	8.20	9.28	7.68	9.41
Plymouth Creek	11.86	14.19	10.55	11.60	10.13	9.41
Sunset Hill	13.42	12.60	13.93	12.37	13.33	12.09
Total	100.00	100.00	100.00	100.00	100.00	100.00

The above table shows kindergarten share by year. Shares changed with the opening of North Woods, therefore, the shares since North Woods' opening are the relevant shares.

KINDERGARTEN PROJECTIONS		
Year	Low	High
2023-24	894	912
2024-25	875	893
2025-26	872	890
2026-27	876	894
2027-28	875	893

Kindergarten projections by school will be based on the districtwide high kindergarten projections because in five years, the difference between the low and high kindergarten projections is only 18 students. Distributed over nine schools, this small difference does not warrant separate projections based on the low kindergarten projections. Kindergarten shares after the opening of North Woods were analyzed and the trend since then, excluding 2019-20, is reflected in the projected shares.

The kindergarten projections show less annual fluctuation than the historical data. Because there is no way to project annual fluctuations, a smooth trend is a reasonable option. The most significant feature of these projections is the increase in kindergarten size at North Woods, the elementary school where most projected single-family detached housing unit growth is concentrated.

KINDERGARTEN PROJECTIONS BY SCHOOL						
School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Birchview	<b>90</b>	92	92	92	92	92
Gleason Lake	<b>84</b>	84	78	76	76	76
Greenwood	<b>125</b>	127	124	124	124	124
Kimberly Lane	<b>71</b>	70	68	68	65	61
Meadow Ridge	<b>111</b>	112	100	102	100	94
North Woods	<b>136</b>	147	159	166	175	184
Oakwood	<b>84</b>	86	84	83	83	83
Plymouth Creek	<b>84</b>	84	80	77	77	77
Sunset Hill	<b>108</b>	110	108	102	102	102
Total	<b>893</b>	912	893	890	894	893

### Migration

Calculating migration rates (survival rates) by school is challenging because of the Pandemic and the boundary changes just before the Pandemic when North Woods opened. The years used in the districtwide projections include years with changes in attendance boundaries; therefore, the past year's survival rates will be used and adjusted.

SURVIVAL RATES USED IN THE PROJECTIONS					
School	K to 1	1 to 2	2 to 3	3 to 4	4 to 5
Birchview	0.988	1.010	0.922	1.018	1.000
Gleason Lake	1.103	0.980	0.958	1.056	0.989
Greenwood	1.108	1.102	1.061	1.038	1.078
Kimberly Lane	1.060	1.059	0.981	0.978	1.000
Meadow Ridge	0.973	1.046	1.028	1.000	1.013
North Woods	1.070	1.105	1.087	1.023	1.021
Oakwood	0.972	0.926	0.954	0.946	0.957
Plymouth Creek	1.021	1.048	0.936	1.000	1.188
Sunset Hill	0.992	1.072	1.051	1.060	1.126

### Projection Results

The 2022-23 kindergarten will be in Grade 5 in 2027-28. Therefore, enrollment in the last projection year is largely derived from the assumptions. This means that individual school projections are heavily influenced by the size of each year's kindergarten class. A summary of the cohort survival projections by school is shown in the next table and annual projections are in a following table. (Background data are in Appendix A)

COHORT SURVIVAL METHOD PROJECTIONS BY SCHOOL				
K-5				
School	2022-23	2027-28	Change	
			#	%
Birchview	<b>429</b>	530	101	23.5%
Gleason Lake	<b>568</b>	505	-63	-11.1%
Greenwood	<b>823</b>	925	102	12.4%
Kimberly Lane	<b>524</b>	433	-91	-17.4%
Meadow Ridge	<b>769</b>	635	-134	-17.4%
North Woods	<b>776</b>	1,147	371	47.8%
Oakwood	<b>416</b>	446	30	7.2%
Plymouth Creek	<b>588</b>	502	-86	-14.6%
Sunset Hill	<b>673</b>	707	34	5.1%
Sum	<b>5,566</b>	5,830	264	4.7%
Districtwide	<b>5,566</b>	5,823	257	4.6%

The four elementary schools projected to have enrollment losses share some characteristics. Kimberly Lane's and Meadow Ridge's declines are largely a function of some large grades aging out of elementary school. Gleason Lake's and Plymouth Creek's declines are largely a function of the 2022-23 kindergarten and projected future kindergarten being smaller than the higher grades (1-5) in 2022-23.

Birchview's growth is driven by the 2022-23 kindergarten and projected future kindergarten being larger than the higher 2022-23 grades. Greenwood's growth is driven by very robust survival rates and an exceptionally large 2022-23 Grade 1 that grows even larger due to the robust survival rates.

North Wood’s exceptional growth results from an ever-increasing share of the district’s kindergarten students. Most of the projected single-family detached housing units are in this school’s current attendance area; however, timing of that growth is uncertain.

In the projections, the sum of the individual school’s kindergarten classes equals the districtwide high kindergarten projection. Other grades, however, were not controlled to the districtwide total for those grades. The kindergarten and migration assumptions are smoothed trend lines seeking to approximate five years in the future.

The next table shows that the sum of the individual school projections is a good fit with the independently made districtwide projections. The sum of the individual schools is only seven students higher than the high kindergarten/high migration projection in 2027-28.

COHORT SURVIVAL METHOD PROJECTIONS BY SCHOOL BY YEAR						
K-5						
HIGH KINDERGARTEN/PAST YEAR MIGRATION ADJUSTED						
School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Birchview	429	454	482	508	519	530
Gleason Lake	568	566	557	545	528	505
Greenwood	823	865	898	919	974	925
Kimberly Lane	524	517	502	473	456	433
Meadow Ridge	769	736	704	666	654	635
North Woods	776	834	908	978	1,061	1147
Oakwood	416	418	418	427	434	446
Plymouth Creek	588	581	538	526	523	502
Sunset Hill	673	692	714	725	736	707
Sum	5,566	5,663	5,721	5,767	5,885	5,830
Districtwide	5,566	5,673	5,745	5,774	5,876	5,823
Difference	0	-10	-24	-7	9	7

## CHAPTER 3

### ENROLLMENT PROJECTIONS FOR MIDDLE SCHOOLS

The Wayzata Public Schools operate three middle schools. Each of the middle schools has an attendance area. The following elementary schools "feed" each of the following middle schools.

#### Central Middle School

- Kimberly Lane
- Oakwood
- Birchview
- Meadow Ridge
- North Woods

#### East Middle School

- Plymouth Creek
- Sunset Hill

#### West Middle School

- Gleason Lake
- Greenwood

### Past Trends

In the past five years, middle school enrollment increased by 86 students or 3.1 percent. However, this enrollment increase was not evenly distributed among the three middle schools. Central Middle School increased by 264 students, while East Middle School decreased by 85 students and West Middle School decreased by 93 students.

ENROLLMENT MIDDLE SCHOOLS						
School	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Central MS	1,268	1,320	1,316	1,401	1,417	1,532
East MS	733	747	690	677	647	648
West MS	771	758	748	723	688	678
Total	2,772	2,825	,2754	2,801	2,752	2,858

## Middle School Projections

### Individual Middle School Projections

Individual middle school projections will be made using the cohort survival method.

#### Grade 5

Grade 5 from the respective feeder schools will be treated as the starting point for the middle school projections. No Grades were controlled to the districtwide total. As the next table shows, the number of 5<sup>th</sup> Graders increases by 92 students in the next five years.

GRADE 5 BY SCHOOL						
School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Central MS	491	481	510	477	494	526
East MS	228	259	232	228	280	244
West MS	231	241	252	227	334	272
Total	950	981	994	932	1,108	1,042

#### Migration

To project migration, the average of the two years prior to the Pandemic and the most recent year survival rates will be used. This is the same assumption used in the high kindergarten/high migration projection.

PROJECTED SURVIVAL RATES			
School	5 to 6	6 to 7	7 to 8
Central MS	1.050	1.023	1.016
East MS	1.011	0.946	1.013
West MS	1.070	1.024	1.006

#### Projection Results

Middle school enrollment increases by 342 students or 12.0 percent in five years. The sum of the individual school projections is a good fit with the high kindergarten/high migration projections with a difference of 9 student.

As the next two tables show, virtually all the increase in middle school students is at West Middle School, which is projected to increase by 199 students or 29.4 percent in five years. The projected increases in enrollment at East Middle School and Central Middle School are modest by comparison, 12.0 percent, and 3.7 percent respectively.

The large projected increase at West Middle School results from the large Grade 1 at Greenwood Elementary School in 2022-23 (175 students). Further, this grade has a large net in

migration applied to it. In 2026-27, this grade will be in Grade 6, which greatly increases enrollment in West Middle School in 2027-28. This may or may not be realistic.

ENROLLMENT PROJECTIONS MIDDLE SCHOOLS						
School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Central MS	<b>1,532</b>	1,556	1,561	1,588	1,574	1,588
East MS	<b>648</b>	647	677	703	703	726
West MS	<b>678</b>	707	753	788	785	877
Sum	<b>2,858</b>	2,910	2,991	3,079	3,062	3,191
Total	<b>2,858</b>	2,912	2,982	3,085	3,078	3,200
Difference	<b>0</b>	-2	9	-6	-16	-9

COHORT SURVIVAL METHOD PROJECTIONS BY SCHOOL				
School	2022-23	2027-28	Change	
			#	%
Central MS	<b>1,532</b>	1,588	56	3.7%
East MS	<b>648</b>	726	78	12.0%
West MS	<b>678</b>	877	199	29.4%
Sum	<b>2,858</b>	3,191	333	11.7%
Total	<b>2,858</b>	3,200	342	12.0%

## APPENDIX A

### WAYZATA PUBLIC SCHOOLS

#### BIRCHVIEW ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	88	74	74	71	81	90
1	81	86	73	66	72	80
2	90	74	78	68	64	80
3	79	96	60	75	57	59
4	69	73	92	53	62	58
5	92	71	70	82	51	62
Total	499	474	447	415	387	429

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	-2	-1	-8	1	-1
1 to 2	-7	-8	-5	-2	8
2 to 3	6	-14	-3	-11	-5
3 to 4	-6	-4	-7	-13	1
4 to 5	2	-3	-10	-2	0
Total	-7	-30	-33	-27	3

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	0.977	0.986	0.892	1.014	0.988
1 to 2	0.914	0.907	0.932	0.970	1.111
2 to 3	1.067	0.811	0.962	0.838	0.922
3 to 4	0.924	0.958	0.883	0.827	1.018
4 to 5	1.029	0.959	0.891	0.962	1.000

## WAYZATA PUBLIC SCHOOLS

### GLEASON LAKE ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	95	102	116	90	97	84
1	78	105	102	100	101	107
2	110	86	116	100	95	99
3	91	110	95	105	90	91
4	96	87	115	90	93	95
5	98	96	90	117	95	92
Total	568	586	634	602	571	568

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	10	0	-16	11	10
1 to 2	8	11	-2	-5	-2
2 to 3	0	9	-11	-10	-4
3 to 4	-4	5	-5	-12	5
4 to 5	0	3	2	5	-1
Total	14	28	-32	-11	8

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.105	1.000	0.862	1.122	1.103
1 to 2	1.103	1.105	0.980	0.950	0.980
2 to 3	1.000	1.105	0.905	0.900	0.958
3 to 4	0.956	1.045	0.947	0.886	1.056
4 to 5	1.000	1.034	1.017	1.056	0.989

## WAYZATA PUBLIC SCHOOLS

### GREENWOOD ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	143	136	141	96	158	125
1	131	140	132	129	98	175
2	117	136	127	134	132	108
3	143	120	124	134	131	140
4	124	144	109	119	129	136
5	136	137	142	110	122	139
Total	794	813	775	722	770	823

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	-3	-4	-12	2	17
1 to 2	5	-13	2	3	10
2 to 3	3	-12	7	-3	8
3 to 4	1	-11	-5	-5	5
4 to 5	13	-2	1	3	10
Total	19	-42	-7	0	50

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	0.979	0.971	0.915	1.021	1.108
1 to 2	1.038	0.907	1.015	1.023	1.102
2 to 3	1.026	0.912	1.055	0.978	1.061
3 to 4	1.007	0.908	0.960	0.963	1.038
4 to 5	1.105	0.986	1.009	1.025	1.078

## WAYZATA PUBLIC SCHOOLS

### KIMBERLY LANE ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	118	115	100	76	83	71
1	135	128	90	104	85	88
2	136	146	91	87	107	90
3	145	143	119	85	90	105
4	105	148	112	110	82	88
5	121	98	116	109	117	82
Total	760	778	628	571	564	524

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	10	-25	4	9	5
1 to 2	11	-37	-3	3	5
2 to 3	7	-27	-6	3	-2
3 to 4	3	-31	-9	-3	-2
4 to 5	-7	-32	-3	7	0
Total	24	-152	-17	19	6

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.085	0.783	1.040	1.118	1.060
1 to 2	1.081	0.711	0.967	1.029	1.059
2 to 3	1.051	0.815	0.934	1.034	0.981
3 to 4	1.021	0.783	0.924	0.965	0.978
4 to 5	0.933	0.784	0.973	1.064	1.000

## WAYZATA PUBLIC SCHOOLS

### MEADOW RIDGE ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	133	114	122	96	113	111
1	130	150	108	134	109	110
2	142	136	147	117	141	114
3	160	152	131	148	137	145
4	139	170	132	137	150	137
5	149	147	128	137	134	152
Total	853	869	768	769	784	769

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	17	-6	12	13	-3
1 to 2	6	-3	9	7	5
2 to 3	10	-5	1	20	4
3 to 4	10	-20	6	2	0
4 to 5	8	-42	5	-3	2
Total	51	-76	33	39	8

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.128	0.947	1.098	1.135	0.973
1 to 2	1.046	0.980	1.083	1.052	1.046
2 to 3	1.070	0.963	1.007	1.171	1.028
3 to 4	1.063	0.868	1.046	1.014	1.000
4 to 5	1.058	0.753	1.038	0.978	1.013

## WAYZATA PUBLIC SCHOOLS

### NORTH WOODS ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K			104	89	114	136
1			88	115	114	122
2			96	100	127	126
3			88	108	112	138
4			97	90	118	126
5			96	99	99	128
Total			569	601	684	776

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1			11	25	8
1 to 2			12	12	12
2 to 3			12	12	11
3 to 4			2	10	14
4 to 5			2	9	10
Total			39	68	55

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1			1.106	1.281	1.070
1 to 2			1.136	1.104	1.105
2 to 3			1.125	1.120	1.087
3 to 4			1.023	1.093	1.125
4 to 5			1.021	1.100	1.085

## WAYZATA PUBLIC SCHOOLS

### OAKWOOD ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	91	104	80	72	72	84
1	89	97	86	71	68	70
2	91	106	77	80	65	63
3	78	94	92	74	74	62
4	81	82	83	82	70	70
5	85	79	76	79	82	67
Total	515	562	494	458	431	416

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	6	-18	-9	-4	-2
1 to 2	17	-20	-6	-6	-5
2 to 3	3	-14	-3	-6	-3
3 to 4	4	-11	-10	-4	-4
4 to 5	-2	-6	-4	0	-3
Total	28	-69	-32	-20	-17

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.066	0.827	0.888	0.944	0.972
1 to 2	1.191	0.794	0.930	0.915	0.926
2 to 3	1.033	0.868	0.961	0.925	0.954
3 to 4	1.051	0.883	0.891	0.946	0.946
4 to 5	0.975	0.927	0.952	1.000	0.957

## WAYZATA PUBLIC SCHOOLS

### PLYMOUTH CREEK ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	106	125	103	90	95	84
1	119	109	120	96	84	97
2	120	120	108	114	94	88
3	104	119	121	100	117	88
4	116	110	112	118	96	117
5	125	131	111	111	111	114
Total	690	714	675	629	597	588

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	3	-5	-7	-6	2
1 to 2	1	-1	-6	-2	4
2 to 3	-1	1	-8	3	-6
3 to 4	6	-7	-3	-4	0
4 to 5	15	1	-1	-7	18
Total	24	-11	-25	-16	18

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.028	0.960	0.932	0.933	1.021
1 to 2	1.008	0.991	0.950	0.979	1.048
2 to 3	0.992	1.008	0.926	1.026	0.936
3 to 4	1.058	0.941	0.975	0.960	1.000
4 to 5	1.129	1.009	0.991	0.941	1.188

## WAYZATA PUBLIC SCHOOLS

### SUNSET HILL ELEMENTARY SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	120	111	136	96	125	108
1	110	122	106	121	97	124
2	116	116	111	101	118	104
3	113	114	109	102	100	124
4	109	115	112	99	95	106
5	113	103	108	102	90	107
Total	681	681	682	621	625	673

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	2	-5	-15	1	-1
1 to 2	6	-11	-5	-3	7
2 to 3	-2	-7	-9	-1	6
3 to 4	2	-2	-10	-7	6
4 to 5	-6	-7	-10	-9	12
Total	2	-32	-49	-19	30

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
K to 1	1.017	0.955	0.890	1.010	0.992
1 to 2	1.055	0.910	0.953	0.975	1.072
2 to 3	0.983	0.940	0.919	0.990	1.051
3 to 4	1.018	0.982	0.908	0.931	1.060
4 to 5	0.945	0.939	0.911	0.909	1.126

## WAYZATA PUBLIC SCHOOLS

### CENTRAL MIDDLE SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5	447	395	486	506	483	491
6	408	464	418	501	504	509
7	437	417	476	421	493	515
8	423	439	422	479	420	508
<b>Total</b>	<b>1,268</b>	<b>1,320</b>	<b>1,316</b>	<b>1,401</b>	<b>1,417</b>	<b>1,532</b>

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	17	23	15	-2	26
6 to 7	9	12	3	-8	11
7 to 8	2	5	3	-1	15
<b>Total</b>	<b>28</b>	<b>40</b>	<b>21</b>	<b>-11</b>	<b>52</b>

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	1.038	1.058	1.031	0.996	1.054
6 to 7	1.022	1.026	1.007	0.984	1.022
7 to 8	1.005	1.012	1.006	0.998	1.030

## WAYZATA PUBLIC SCHOOLS

### EAST MIDDLE SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5	238	234	219	213	201	228
6	215	253	233	226	211	206
7	277	212	246	217	226	219
8	241	282	211	234	210	223
Total	733	747	690	677	647	648

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	15	-13	7	-2	5
6 to 7	-3	-47	-16	0	8
7 to 8	5	7	-12	-7	-3
Total	17	-53	-21	-9	10

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	1.063	0.944	1.032	0.991	1.025
6 to 7	0.986	0.814	0.931	1.000	1.038
7 to 8	1.018	1.033	0.951	0.968	0.987

## WAYZATA PUBLIC SCHOOLS

### WEST MIDDLE SCHOOL

ENROLLMENT HISTORY						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5	234	233	232	227	217	231
6	230	254	243	231	219	235
7	258	242	260	243	227	218
8	283	262	245	249	242	225
Total	771	758	748	723	688	678

NET MIGRATION					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	20	10	-1	-8	18
6 to 7	12	6	0	-4	-1
7 to 8	4	3	-11	-1	-2
Total	36	19	-12	-13	15

SURVIVAL RATES					
Grade Progression	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21	2020-21 to 2021-22	2021-22 to 2022-23
5 to 6	1.085	1.043	0.996	0.965	1.083
6 to 7	1.052	1.024	1.000	0.983	0.995
7 to 8	1.016	1.012	0.958	0.996	0.991

# WAYZATA PUBLIC SCHOOLS

## ISD#284

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

December 19, 2022

# PROJECTION ENVIRONMENT

- Low fertility
  - Number of births decreasing in U.S. and Minnesota
    - Consensus among demographers that Pandemic will result in fewer births
      - 2020 U.S. births lowest since 1979 but births up 1% in 2021
  - Fertility varies by race/ethnicity
- Less mobility
  - U.S. fewer than 10 percent (8.4 percent) moved last year
    - Was 20 per cent per year since WWII
- Population aging
  - Different new housing mix
  - Smaller percentage of households have children
- Immigration from abroad slowed

# PROJECTION ENVIRONMENT

- Minnesota population back to pattern of net out migration
- Competition for students increasing

# COVID-19 AFFECTS

- Minnesota public school enrollment in 2020-21
  - Kindergarten classes smaller as students attended no school or homeschooled or attended private schools
  - Other elementary grades also lost students to home schools or private schools
  - Middle school and high school enrollment less affected

# COVID-19 AFFECTS

- Wayzata Public Schools
  - Pandemic major affect on 2020-21 and 2021-22 enrollment
    - The 2020-21 kindergarten smaller than its “expected” size
    - Net out migration for the first time in a decade
    - Students shifted to other education options

# SHIFT TO OTHER OPTIONS

	2019-20	2020-21	2021-22	2022-23
Nonpublic Schools	2,306	2,530	1,641	1,602
Home Schools	131	196	162	140
Open Enroll Out	663	685	795	774
Charter Schools	189	212	241	199

# EDUCATION CHOICES

2021-22

	Minnesota	Wayzata
Nonpublic settings	10.1%	12.4%
Traditional schools	7.2%	11.3%
Home schools	2.9%	1.1%
Public Options		
Open enrollment	9.0%	
In		1.7%
Out		5.5%
Charter schools	6.9%	1.7%
	50	
Capture Rate	72.7%	81.0%

# ENROLLMENT

- From 2012-13 to 2022-23
  - Enrollment increased by 1,545 students or 14.6%
    - Enrollment increased although open enrollment in decreased from 815 students to 184 students (open enrollment closed)
    - Nonresidents make up 1.5% of total enrollment
  - Resident enrollment increased by 2,176 students or 22.3%
  - District's school age population increased by 2,539 students or 20.8%
  - Market share is 81.0%, a high market share

# ENROLLMENT

Year	Total	Resident	Nonresident
2012-13	10,566	9,751	815
2013-14	10,539	9,791	748
2014-15	10,646	10,066	640
2015-16	10,782	10,286	496
2016-17	11,204	10,777	427
2017-18	11,585	11,226	359
2018-19	11,860	11,539	321
2019-20	12,095	11,775	320
2020-21	11,904	11,648	256
2021-22	11,864	11,660	204
2022-23	12,111	11,927	184

Excludes Early Childhood

# COMPONENTS OF ENROLLMENT CHANGE

Fall to Fall	Total		Natural Increase/Decrease	Net Migration
	#	%		
2012 to 2013	-27	-0.3%	-194	167
2013 to 2014	107	1.0%	-46	153
2014 to 2015	136	1.3%	13	123
2015 to 2016	422	3.9%	42	380
2016 to 2017	381	3.4%	88	293
2017 to 2018	275	2.4%	48	227
2018 to 2019	235	2.0%	126	109
2019 to 2020	-191	-1.6%	-57	-134
2020 to 2021	-40	-0.3%	49	-89
2021 to 2022	247	2.1%	-28	275
Total	1,545	---	41	1,504

# ENROLLMENT

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	707	636	742	795	818	894	881	976	776	938	893
1	713	802	722	807	869	873	937	905	936	828	973
2	826	739	825	746	858	922	920	951	901	943	872
3	862	837	752	840	802	913	948	939	931	908	952
4	782	883	842	769	873	839	929	964	898	895	933
5	791	811	906	858	794	919	862	937	946	901	943
6	861	815	838	933	942	853	971	994	958	934	950
7	886	874	843	868	951	972	871	982	881	946	952
8	858	885	871	832	887	947	983	878	962	872	956
9	820	856	882	863	876	907	950	970	916	962	905
10	823	811	834	873	862	855	917	958	959	864	975
11	807	802	807	822	866	858	841	908	951	952	870
12	830	788	782	776	806	833	850	833	889	921	937
Total	10,566	10,539	10,646	10,782	11,204	11,585	11,860	12,095	11,904	11,864	12,111

Excludes Early Childhood

# RESIDENT BIRTHS

Years	Minnesota	Suburban Hennepin County
2006	73,515	10,223
<b>2007</b>	<b>73,675</b>	10,532
2008	72,382	10,212
2009	70,617	10,017
2010	68,407	9,854
2011	68,416	9,894
2012	68,783	10,294
2013	69,183	10,468
2014	69,916	10,536
2015	69,835	<b>10,626</b>
2016	69,746	10,400
2017	68,603	10,451
2018	67,348	10,152
2019	66,033	9,908
2020	63,451	9,541

# RATIO OF KINDERGARTEN TO BIRTHS

- Wayzata's share of the suburban Hennepin County pool fluctuated but increased from 2012-13 through 2019-20. 2021-22 and 2022-23 are in line with the mid teens

# KINDERGARTEN AS A PERCENTAGE OF SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL

Birth Years	Pool	Percentage	Kindergarten Year
2006; 2007	10,430	6.78%	2012-13
2007; 2008	10,318	6.16%	2013-14
2008; 2009	10,081	7.36%	2014-15
2009; 2010	9,908	8.02%	2015-16
2010; 2011	9,881	8.28%	2016-17
2011; 2012	10,162	8.80%	2017-18
2012; 2013	10,411	8.46%	2018-19
2013; 2014	10,513	9.28%	2019-20
2014; 2015	10,596	7.32%	2020-21
2015; 2016	10,475	8.95%	2021-22
2016; 2017	10,534	8.48%	2022-23
2017; 2018	10,251		2023-24
2018; 2019	10,037		2024-25

# KINDERGARTEN/BIRTH RATIOS

- Cohort survival method
  - Kindergarten assumptions
    - Low is 8.72% (average of past two years)
    - High is 8.90% (average of past four years omitting the Pandemic year)
  - Longer-term
    - In past 14 years, suburban Hennepin County resident births increased from 14.24% to 15.0% of Minnesota resident births. Assumed suburban Hennepin County would increase to 15.10 percent of Minnesota 0-year-olds in the next several years

# PROJECTED MINNESOTA 0-YEAR OLDS

Year	Projected Number	Adjusted Number
<b>2017 Actual</b>	<b>68,603</b>	
2017	70,312	
<b>2018 Actual</b>	<b>67,348</b>	
2018	70,395	
<b>2019 Actual</b>	<b>66,033</b>	
2019	70,373	
2020	70,325	65,965
2021	70,274	65,917
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161 <sup>59</sup>	65,811

Adjusted number is 93.8 percent of projected number

# PROJECTED KINDERGARTEN POOL

Year	Number
2022-23	10,534
2023-24	10,251
2024-25	10,037
2025-26	10,001
2026-27	10,041
2027-28	10,034
2028-29	10,026
2029-30	10,023
2030-31	10,023
2031-32	10,023
2032-33	10,023

60

These projections are sensitive to minor changes in the assumptions

# KINDERGARTEN PROJECTIONS

Year	@8.72%	@8.90%
2022-23	893	893
2023-24	894	912
2024-25	875	893
2025-26	872	890
2026-27	876	894
2027-28	875	893
2028-29	874	892
2029-30	874	892
2030-31	874	892
2031-32	874	892
2032-33	874	892
Total	8,762	8,942
Past ten years 8,349 Kindergarten students 61		

# NET MIGRATION

## YEAR TO YEAR

Grade	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K to 1	95	86	65	74	55	43	24	-40	52	35
1 to 2	26	23	24	51	53	47	14	-4	7	44
2 to 3	11	13	15	56	55	26	19	-20	7	9
3 to 4	21	5	17	33	37	16	16	-41	-36	25
4 to 5	29	23	16	25	46	23	8	-18	3	48
<b>5 to 6</b>	<b>24</b>	<b>27</b>	<b>27</b>	<b>84</b>	<b>59</b>	<b>52</b>	<b>32</b>	<b>21</b>	<b>-12</b>	<b>49</b>
6 to 7	13	28	30	18	30	18	11	-13	-12	18
7 to 8	-1	-3	-11	19	-4	11	7	-20	-9	10
8 to 9	-2	-3	-8	44	20	3	-13	38	0	33
9 to 10	-9	-22	-9	-1	-21	10	8	-11	-52	13
10 to 11	-21	-4	-12	-7	-4	-14	-9	-7	-7	6
11 to 12	-19	-20	-31	-16	-33	-8	-8	-19	-30	-15
Total	167	153	123	380	293	227	109	-134	-89	275

# NET MIGRATION YEAR TO YEAR

	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22
K-5	182	150	137	239	246	155	81	-123	33	161
6-8	36	52	46	121	85	81	50	-12	-33	77
9-12	-51	-49	-60	20	-38	-9	-22	1	-89	37
Total	167	153	123	380	293	227	109	-134	-89	275

# PROJECTED SURVIVAL RATES

Grade	Low (1 Year Prior + Most Recent Year)	High (2 Years Prior + Most Recent Year)
K to 1	1.032	1.037
1 to 2	1.034	1.041
2 to 3	1.016	1.020
3 to 4	1.023	1.021
4 to 5	1.032	1.030
<b>5 to 6</b>	<b>1.046</b>	<b>1.049</b>
6 to 7	1.015	1.017
7 to 8	1.010	1.010
8 to 9	1.013	1.009
9 to 10	1.011	1.011
10 to 11	0.999	0.994
11 to 12	0.987	0.988

# AFFECT OF SURVIVAL RATES IN TEN YEARS, LOW KINDERGARTEN

	Total	K-5	6-8	9-12
One year prior + most recent year	13,240	5,627	3,182	4,431
Two years prior + most recent year	13,374	5,682	3,233	4,459

# ENROLLMENT PROJECTIONS

- In ten years (2032-33)
  - Enrollment projected to increase
    - 2022-23 12,111
    - 2032-33
      - 13,240 to 13,580
  - Kindergarten projected to be smaller than the previous year's Grade 12 (natural decrease)
  - Net in migration projected to continue

# PROJECTED COMPONENTS OF ENROLLMENT CHANGE

Oct to Oct 2022 to 2032	Total		Natural Increase/ Decrease	Net Migration
	#	%		
Low K/Low Mig	1,129	9.3%	-968	2,097
Low K/High Mig	1,263	10.4%	-927	2,190
High K/Low Mig	1,333	11.0%	-788	2,121
High K/High Mig	1,469	12.1%	-889	2,358
Excludes Early Childhood				

# ENROLLMENT PROJECTIONS

Year	Low K Low Mig	Low K High Mig	High K Low Mig	High K High Mig
2022-23	12,111	12,111	12,111	12,111
2023-24	12,273	12,181	12,291	12,299
2024-25	12,495	12,511	12,531	12,547
2025-26	12,614	12,643	12,670	12,699
2026-27	12,797	12,838	12,872	12,914
2027-28	12,920	12,978	13,016	13,074
2028-29	13,036	13,100	13,152	13,227
2029-30	13,138	13,228	13,275	13,367
2030-31	13,202	13,304	13,361	13,465
2031-32	13,244	13,361	13,425	13,545
2032-33	13,240	13,374	13,444	13,580

# ENROLLMENT PROJECTIONS

	K-5	6-8	9-12	Total
<b>2022-23</b>	<b>5,566</b>	<b>2,858</b>	<b>3,687</b>	<b>12,111</b>
<b>2027-28</b>				
Low K/Low Mig	5,672	3,200	4,049	12,920
Low K/High Mig	5,727	3,216	4,034	12,978
High K/ Low Mig	5,767	3,200	4,049	13,016
High K/High Mig	5,823	3,216	4,034	13,074
<b>2032-33</b>				
Low K/Low Mig	5,627	3,182	4,431	13,240
Low K/High Mig	5,682	3,223	4,459	13,374
High K/ Low Mig	5,743	3,246	4,453	13,444
High K/High Mig	5,799	<del>3,300</del> <sup>69</sup>	4,481	13,580

Excludes Early Childhood

# ENROLLMENT PROJECTIONS

Enrollment Change		
Grade	Five Years 2022-23 to 2027-28	Ten Years 2022-23 to 2032-33
K-5	106 to 257	61 to 233
6-8	342 to 358	324 to 442
9-12	347 to 362	744 to 794

# ENROLLMENT PROJECTIONS

What could make these projections

- Too high
  - Projected kindergarten is too high
  - Residential development not enough to support these projections
- Too low
  - Projected kindergarten is too low
  - Residential development significantly greater than projected

# NEW HOUSING

- Relationship between housing and K-12 enrollment is complex
  - **Unit type** affects school age child per unit yield
  - Newer single-family detached units yield more students per unit than older single-family detached units
  - As single-family detached units sell, student yield usually increases in the new units. In older units, yield is likely to decrease
  - Market value of single-family detached units affect yield. Moderately to higher priced units have higher per unit yield
  - Senior units—no students

# HOUSING UNITS

- 2012-2018
  - 2,644 single-family detached units, average of 378 per year
- 2022-2026
  - 903 to 1,057 single-family detached units, average 181-211 per year
- **Number of additional single-family detached units may not be enough to support net in migration in the cohort projections**

# PROJECTED NEW HOUSING

## PROJECTED RESIDENTIAL DEVELOPMENT BY UNITS COUNT 2022-2026

Municipality	Single-Family Detached	Townhomes	Twin Homes	Apartments	Condos
Corcoran (approved)	428	134	80	80	
Corcoran 36.75 acres	110-183				
Corcoran 40.54 acres	121-202				
Wayzata (Gateway)					67
Wayzata (Rice Street)		4			
Wayzata (Westway)					36
Wayzata (200 Lake St)					33
Medina	60	250			
Maple Grove	187				
Total	903-1,057	388	80		136

# YIELD PER UNIT TYPE

- Results of studies in four states—Minnesota, Wisconsin, Illinois, and Colorado
  - Single family detached K-12 yield varies by school district and by attendance area within school districts
  - Townhome yield is very consistent across all school districts across states—0.22
  - Apartments yield is very consistent across all school districts across states—0.11 to 0.15
  - Condos yield almost no school age population—0.02 to 0.05

# ELEMENTARY SCHOOL PROJECTIONS

- North Woods is the “wild card”
  - Residential development in that attendance area will occur but the timing is unclear
- Enrollment at some schools decreases because larger grades age out
- Enrollment at some schools increases because the 2022-23 kindergarten and projected kindergartens are larger than other 2022-23 grades

# ELEMENTARY SCHOOL PROJECTIONS

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Birchview	429	454	482	508	519	530
Gleason Lake	568	566	557	545	528	505
Greenwood	823	865	898	919	974	925
Kimberly Lane	524	517	502	473	456	433
Meadow Ridge	769	736	704	666	654	635
North Woods	776	834	908	978	1,061	1,147
Oakwood	416	418	418	427	434	446
Plymouth Creek	588	581	538	526	523	502
Sunset Hill	663	692	714	725	736	707
Sum	5,556	5,663	5,721	5,767	5,885	5,830
District H/H	5,566	5,673	5,745	5,774	5,876	5,823
Difference	0	-10	<sup>77</sup> -24	-7	9	7

# MIDDLE SCHOOL PROJECTIONS

- An exceptionally large 2022-23 Grade 1, along with robust survival rates, increases West Middle School projections in 2027-28

# MIDDLE SCHOOL PROJECTIONS

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Central M.S.	1,532	1,556	1,561	1,588	1,574	1,588
East M.S.	648	647	677	703	703	726
West M.S.	678	707	753	788	785	877
Sum	2,858	2,910	2,991	3,079	3,062	3,191
Total	2,858	2,912	2,982	3,085	3,078	3,200
Difference	0	-2	9	-6	-16	-9

**Sabbatical 2021-22**

**Gifted Education Certificate Program  
K-12 Reading Licensure Program  
Hamline University**

**Amy Kildal  
4th Grade Gleason Lake Elementary**



# GRATITUDE

Thank you for supporting the sabbatical program!





*Learn continually-  
there's always  
"one more thing"  
to learn.*

*-Steve Jobs*

## **Sabbatical Focus Questions**

- 1. How can I apply what I've learned to support below grade-level readers, as well as gifted learners, within my own classroom?**
- 2. How have the graduate classes that I've taken confirmed or changed my beliefs about effective teaching practices to use with students that have different ability levels?**

It all started with the inquiry process and a...cream puff!



I used the inquiry process to learn how to make cream puffs.

## Inquiry Process: IDEAS

Identify

**D**evelop Questions

**E**xplore

**A**nnounce

**S**elf-Reflections

Choice + curiosity = self-motivated learners!

# Important Ideas & Takeaways in Reading

- Increased understanding of the foundational reading strategies and skills students must understand in order to become effective readers and increase comprehension.
- Aware of more specific strategies and materials that support student reading in the primary grades.
- One research study found that books are best for: focused/deep reading, comprehension, reflection, long-term memory & digital devices are best for: reading shorter texts, non-fiction, illustrating abstract concepts, skim & scan
- Striving vs. Struggling readers- words matter!
- Power of “Yet” *I haven’t learned how to do \_\_\_\_\_ yet.*
- Reading Intervention Strategies document- organized by literacy skill areas
- Reading Rockets website- great reading resource!
- QRI (Qualitative Reading Inventory) user-friendly assessment program with fluency and comprehension checks for fiction and nonfiction.

## How has what I've learned confirmed or changed my current teaching practices in the area of reading?

- Students need opportunities to choose what they read on a daily basis.
- Students need independent reading time every day.
- Students need opportunities to write their own creative stories and conduct research about self-selected topics.
- Vocabulary instruction and phonics components are important.
- I have more reading strategies and techniques to use with striving readers.
- Increased ability to identify possible reading issues, create interventions, and support students who are reading below grade level.
- Classes confirmed that our current CCC Literacy program does have the components that are supported by research and current best practices in literacy

# Important Ideas & Takeaways in Gifted Education

- Student voice & choice is important!
- Inquiry-based projects increase curiosity and are powerful motivators.
- Increase inclusion of CLED (Culturally Linguistically Ethnically Diverse) gifted students by offering multiple types of assessments including nonverbal and performance assessments- especially to increase qualifying EL students for enrichment programs.
- Focus on social and emotional development as well as academics- just as important!
- Use practices that differentiate the content, process, product, and pacing of learning
- Increased teacher awareness of Twice-Exceptional (2E) student needs, strengths, characteristics, and deficits.
- Donna Ford- has written about different learning preferences that diverse gifted students may have and how teachers can incorporate them within their classrooms.

## How has what I've learned confirmed or changed my current teaching practices with gifted students?

- Continue using pretests and formative assessments to discover what students know so that curriculum and teaching can be differentiated appropriately.
- Increase opportunities for more student voice and choice in the school day.
- More aware of how to identify gifted qualities or strengths in ALL students and how to nurture those strengths.
- Increased awareness about how to avoid possible teacher bias when considering students for enrichment or gifted assignments & programming.
- Important to give students opportunities to decide what and how they will learn based on their strengths, curiosity and interests.
- Increased awareness of the unique social and emotional needs of gifted learners.

Fixed mindset makes you concerned with how you'll be judged; the growth mindset makes you concerned with improving.  
~ Carol S. Dweck

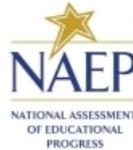


# Music & The Brain

**Is it the missing link to reading?**

# What questions did i have?

- Implementation of CCC sparked my interest.
- Minnesota has a crisis (2019)
  - 64% of students are NOT proficient in reading
  - 82% of Hispanic students are NOT proficient
  - 85% of Black students are NOT proficient
- What are we doing to help struggling readers?
  - Is it effective?
  - What does early intervention look like? What does it look like in Wayzata? What does it look like other places?
- What could alternative interventions look like? Could they be more culturally responsive? Could they be more effective?
  - Music
  - Movement
  - Repetition
  - Rhythm



# What did I find out about interventions?

- Interventions vary building to building in Wayzata. Not all teachers use classroom K paras in the same way.
- K teachers in Wayzata pull from many different resources to create interventions for students.
- Most K paras in Wayzata are providing academic interventions to struggling students. These are provided by the teacher.
- Other districts such as Minnetonka, Edina, and Minneapolis have a reading teacher who supports struggling students in K.
- There are many different curriculum options with multi sensory approaches to intervention.

## What do I want you to know about reading?

- “Reading begins not with our eyes but with our ears, as we hear and catalog speech sounds. It's hard work. Everything we hear, our brains have to process, separating the stuff that's meaningful from pure noise. And they do it in microseconds.” ([Harmony Project](#))
- Sound processing is the key to developing language and literacy. Singing and music making are primary ways of developing sound processing. (Rock N Read Project)

# Neuroscientific Research - Effects of singing and music making on the brain

- Activates more brain regions than any other singular activity.
- Enables the brain's sound processing and auditory memory.
- Improves neural encoding of speech.
- Allows babies to acquire language earlier.
- Trains beat synchronization (ability to keep a steady beat).

# How does singing impact reading?

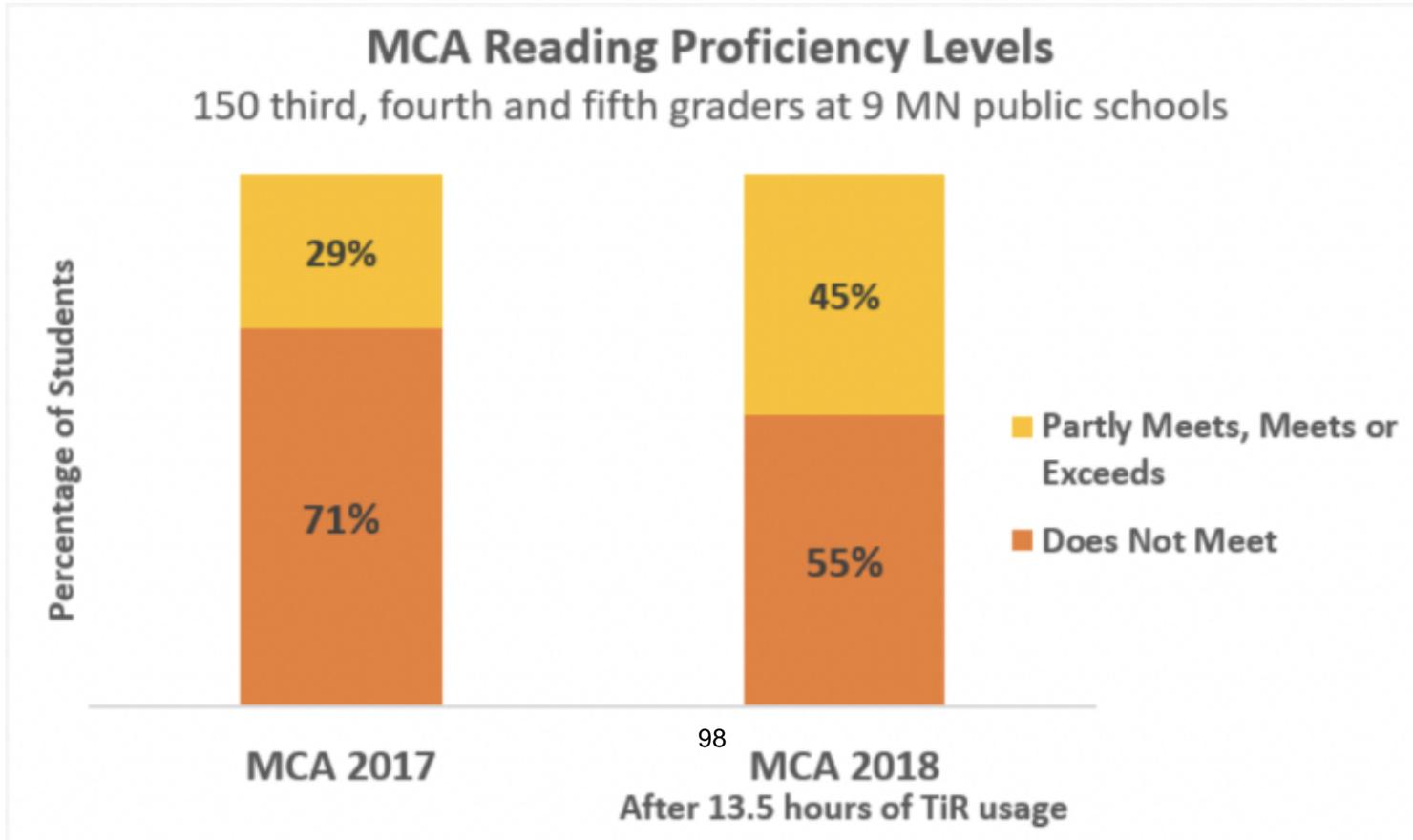
- Develops auditory memory
  - Ability to recall sounds, words, and meanings
- Develops phonological awareness
  - Ability to distinguish between sounds of a language
- Develops beat synchronization, the ability to keep a steady beat
  - Children who cannot keep a steady beat are likely to struggle with reading

## More interesting research..

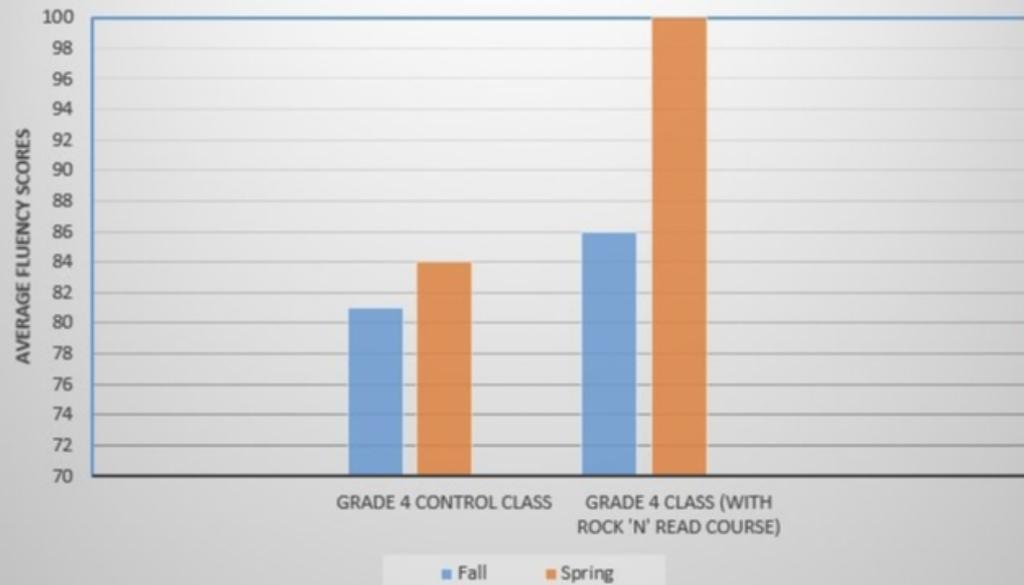
- Almost all students who cannot keep a steady beat are struggling readers.
- Children with developmental dyslexia have a rhythmic processing difference that affects auditory processing
- ALL children have the ability to be musically fit by 5 - keep a steady beat, clap rhythm of the words, match a pitch, sing in tune.
- Singing and developing basic musical skills is a foundational skill for reading the brain.
- Music TRANSFORMS sound processing in the brain

**Let me show you some music  
success stories...**

# 4th Grade State Pilot - Tune into Reading Program



## Fourth Grade Reading Fluency Rates\* Wright Elementary, Des Moines Public Schools



- \*Two separate but similar classes of Fourth Grade students, one a control class, the other using the Rock 'n' Read Course
- 4th grade class with the Rock 'n' Read Course significantly outscored the 4<sup>th</sup> Grade Control Class in the same school in three months.

# Real Results

After using singing games to practice letter sounds for three months, three K classrooms outscored *and* made the most growth from fall to winter of 50 MPS schools.

KINDERGARTEN--LETTER SOUNDS  
Minneapolis Public Schools  
Lincoln Elementary

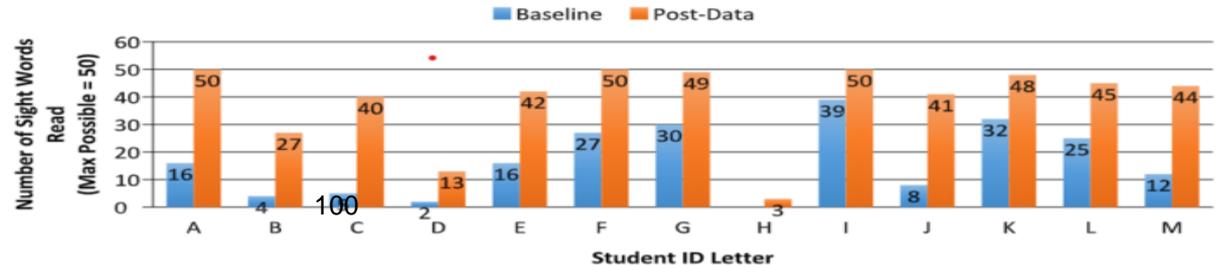
Date	District Rank	Area	Scores (sounds/minute)
Winter '05	3rd	Letter sounds	32
	2nd	Growth (fall to winter)	
Fall '05	All three kindergarten teachers implemented singing		
Winter '06	1st	Letter sounds	42
	1st	Growth	
Winter '07	1st	Letter sounds	37
	1st	Growth	
Spring '07	Lincoln closed due to declining district enrollment		



## Sight Word Recognition

A first grade class at Bancroft Elementary (Minneapolis Public Schools) practiced sight words daily for 12 weeks using folk songs and singing games. In September, most students were below reading level and unable to recognize most of the first 50 Fry sight words. By the end of the 12 weeks, all students had made gains in recognizing sight words. The number of students at or near grade level increased from 31% to 77% percent.

Graph 6: Baseline and Post-Data Comparison



*Lincoln was #1 in the increase in phonemic awareness from fall to winter...of ALL the Minneapolis schools. Coincidence? I think not! I think singing!!!!*

*Lincoln K teacher*

# What have I done since returning to the classroom

- Singing my day away, constant beat keeping, talking/reading in rhythm, poem/songs books going home, whole group musical training.
- Implementing music strategies with our curriculum. Using actions for sounds, vocabulary words.
  - My students picked up their letters and sounds by middle of Oct this year!
- Introduced many teachers to the Rock N Read Course which is currently being offered as an AWE class.
- Educated parents on the importance of music and its impact on the brain.
- Song a Day Pilot is starting in a some kindergarten classrooms around the district.

# Suggestions for Wayzata Public Schools

- Reconsideration of how intervention looks K-2. Why are we not having intervention teachers available for students in K right away. When the gap is the smallest. Wait and see doesn't always work. Our larger class sizes make it very difficult to meet all readers where they are at.
- Music making/music education in every early childhood class. What are we doing to get brains for reading? Enabling sound processing for the brain?
- Early childhood music instruction for families
- Equitable music for all kindergarten classrooms across the district. Some schools do not have music in K, some do.

# Suggestions for Wayzata Public Schools

- Possible reading interventions that incorporate music making
- Please read about the science behind music and the brain. (will provide resources)
- We could be a pioneer with music. We have experts in our community and currently working in our district. I DO believe it is the missing link to reading!
- What would our scores look like in a few years if all students had access to music making starting in early childhood!