

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA





August 13, 2018
6:00 PM

1. CALL TO ORDER SCHOOL BOARD LEARNING SESSION AND ROLL CALL - CHAIR SWANSON
2. PLEDGE OF ALLEGIANCE
3. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
 3. 1. Enrollment Study 3
Presenter: Director of Finance & Operations Jeff Priess and Representatives from SchoolFinances, Inc.
Time: 30 minutes
 3. 2. Construction Update 82
Presenter: Ekalath Sophaphanh, ICS Consulting along with Scott McQueen and Ben Beery, Wold Architects & Engineers
Time: 30 minutes
 3. 3. Establishment of a Facilities Committee
Presenter: Superintendent Gary Anger
Time: 10 minutes
 3. 4. Equity 86
Presenter: Superintendent Gary Anger and CFC and District Equity Programming Principal Kristi Ward
Time: 20 minutes
 3. 5. Final Draft of District Documents 88
Presenter: Superintendent Gary Anger
Time: 10 minutes
4. OTHER
5. UPCOMING MEETINGS AND IMPORTANT DATES 92
July 31-August 14, 2018 School Board Filing Period District Office
August 15, 2018 5:00PM BOC DO Board Room
August 27, 2018 6:00PM School Board Business Meeting DO Board Room
August 28, 2018 5:00PM Community Designation Event Shakopee High School
August 29, 2018 5:00PM BOC DO Board Room
August 30, 2018 Districtwide Welcome Back-to-School for Staff Shakopee High School
6. ADJOURNMENT OF SCHOOL BOARD LEARNING SESSION

SHAKOPEE PUBLIC SCHOOLS
District #720

ENROLLMENT STUDY

July 2018



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I. Introduction

Estimating the number of students that will enroll in a school district in future years is important because:

- District revenues are based on the number of students that enroll
- The number of teachers needed is based on enrollment
- The need for new or expanded schools is based on enrollment

Given the importance of enrollment projections, the Shakopee Public Schools retained SchoolFinances.com to complete an enrollment analysis of the district and prepare enrollment projections for five years.

SchoolFinances.com prepared the enrollment projections using the cohort survival method, also known as the grade progression ratio and a housing study. The cohort survival method moves a group or 'cohort' of students into the future and increases or decreases their numbers according to the history of enrollment.

SchoolFinances.Com completed a housing study to document the development trends within the school district. The housing study examined the number, type, age, value, sales and anticipated construction of homes. The results of the housing study were used to review and adjust the cohort-based enrollment projections.

In past years, the enrollments of Minnesota school districts could more easily be viewed in a manner that allowed enrollment changes to be studied based on the housing characteristics. When construction resulted in additional homes in a school district, the planners could use the numbers of existing students per home type to develop future enrollment projections based on when these new homes would be completed and occupied. Varied enrollment choices have made any housing method of projecting enrollment less reliable.

In the most recent year, the Shakopee district had 802 resident students attending non-public schools and 159 students being home schooled. In 2016-17 the district lost 711 students and gained 201 students through enrollment options to other Minnesota school districts. The district also had 388 resident students enrolled in charter schools. The following table presents these enrollments from 2014-15 through 2016-17.

Resident Student Enrollment					
	Enrollment Options Out	Enrollment Options In	Charter Enrollment	Home School	Nonpublic
2015	766	129	344	141	320*
2016	663	155	340	161	827
2017	711	201	388	159	802

**In 2014-15 the district did not receive data from the Shakopee Area Catholic School*

The value of these data is to gain a more complete understanding of the complexity and factors that must be considered when analyzing and projecting enrollments. Prior to open enrollment options and charter schools in Minnesota, school districts could more reasonably project student density of housing types (i.e., a single family home means 1.5 students) to project enrollment.

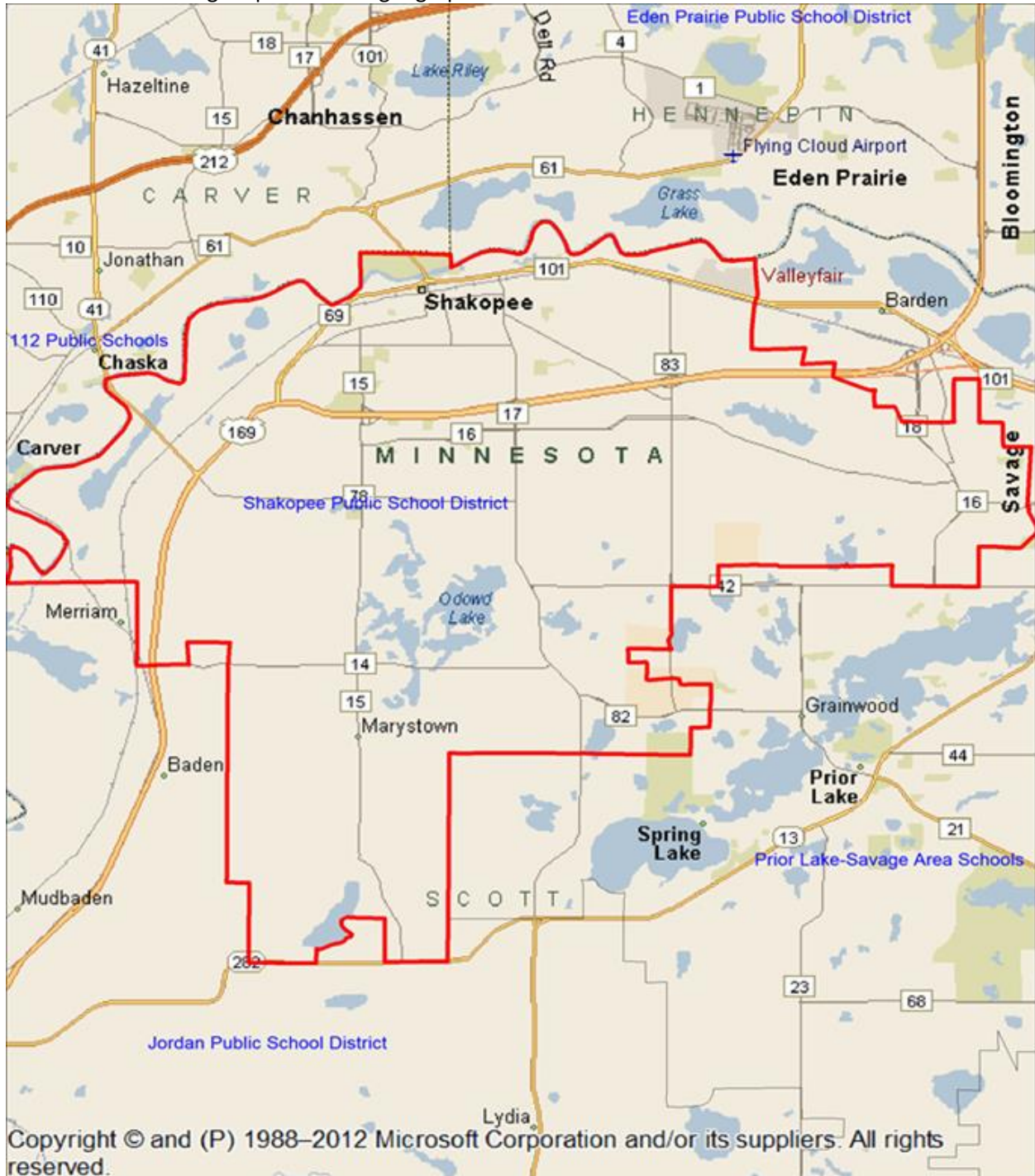
SchoolFinances.com examined the enrollment history of the district to make assumptions regarding different enrollment preferences to determine if past trends will continue, expand, or abate. The future areas of community growth may necessitate changing school attendance areas to maintain a balance in school enrollments with school capacities.

The enrollment projections contained in this report were prepared using estimated current population and population projections for the district, the enrollment history of the district, comparative enrollment data for District #720 and other districts, housing development, migration and the number of births in the primary zip codes served by the district.

II. Factors that Influence Enrollment

A. District Demographics

The following map shows the geographic area of District #720.



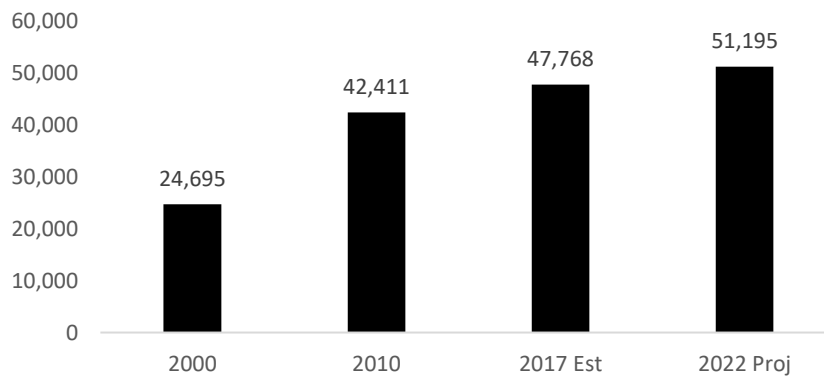
B. Demographic Profile

A profile of the geographic area of the district was prepared that presents information from the census of 2000, 2010, estimates for 2017 and projections for 2022. The database for this information includes Medicare and Social Security files, Internal Revenue Service statistics and a household level credit and demographic database. The detail of this profile, "Census Geographic Report," is a supplement to this report.

1. Actual and Projected Population Growth

Graph 1 presents the population of District #720 from 2000 through the projected population in 2022. The population of the district is projected to increase 7.2 % or 685 residents annually, between the 2017 estimates and 2022 projections.

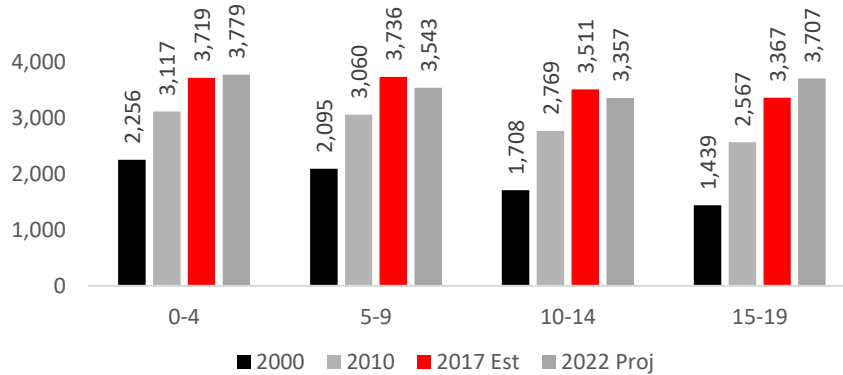
Graph 1 - Actual and Projected Population



2. Actual and Projected Youth Population

Graph 2 presents the population of children in District #720 from the 2000 and 2010 Census data, 2017 Estimates and 2022 projections. The age groups 0-4, and 15-19 are projected to increase between the 2017 estimates and the projections for 2022; the age groups 5-9 and 10-14 are projected to decrease.

**Graph 2 - Actual and Projected Population
Youth Ages 0-19**



3. Female Population in Childbearing Years

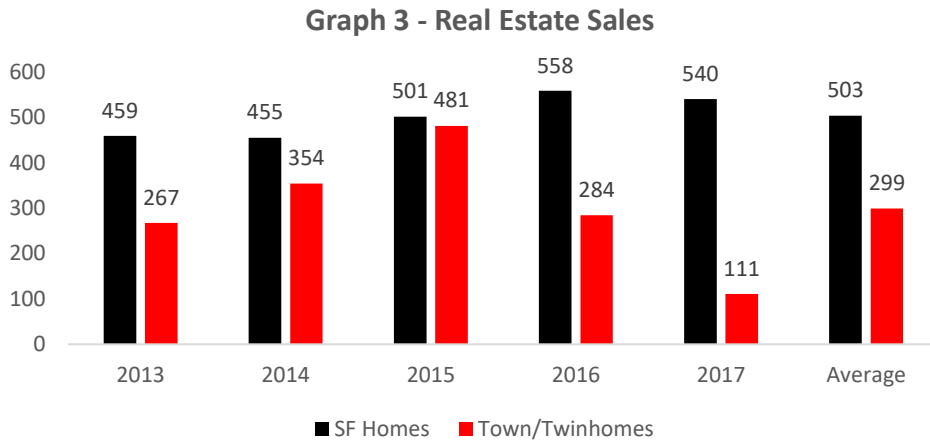
Table 1 presents the female population within the district in childbearing years; ages 18-44. In 2022, 38.7% of the women in the district (9,917 of a total female population of 25,617) are projected to be in childbearing years. For the state of Minnesota, 34% of the women in the state are projected to be in childbearing years.

Table 1 - % of Female Population in Childbearing years

Ages	% of Population 2010	Ages	% of Estimated Population 2017	Ages	% Projected Population 2022
18 years	1.0%	18 years	1.5%	18 years	1.5%
19 years	0.7%	19 years	1.0%	19 years	1.0%
20 to 24 years	4.5%	20 to 24 years	6.3%	20 to 24 years	7.3%
25 to 29 years	8.3%	25 to 29 years	7.0%	25 to 29 years	7.6%
30 to 34 years	9.8%	30 to 34 years	8.3%	30 to 34 years	7.4%
35 to 39 years	9.7%	35 to 39 years	8.4%	35 to 39 years	7.2%
40 to 44 years	8.5%	40 to 44 years	7.1%	40 to 44 years	6.7%
Child Bearing Years	42.7%	Child Bearing Years	39.6%	Child Bearing Years	38.7%

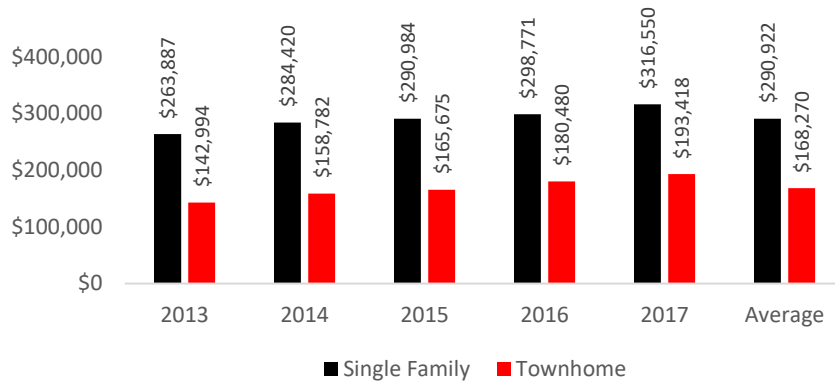
C. Real Estate Sales

Graph 3 presents the number of single family homes and townhomes sold between January 1, 2013 and December 31, 2017 (5 years). During this time, an average of 503 single family homes and 299 town/twin homes sold annually.



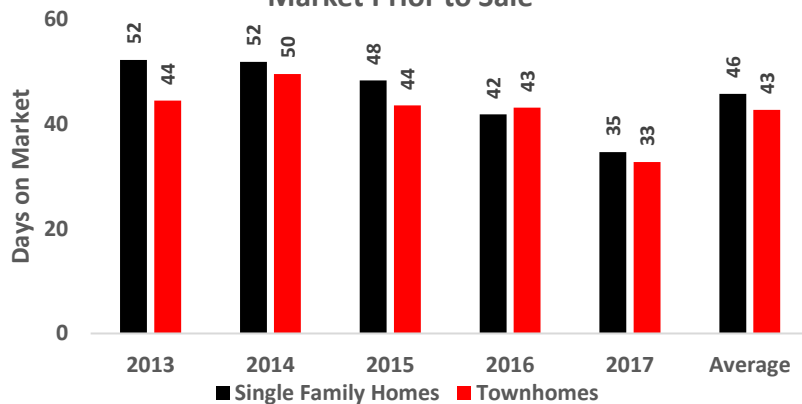
Graph 4 presents the average sales price of single family homes and townhomes from Jan 2013 through December 2017. During this time, the average sales price of a single family home was \$290,922 and the average sales price of a townhome was \$168,270.

Graph 4 - Average Sales Price of Homes



Graph 5 presents the average length of time the homes in the district were on the market prior to sales. During the years 2013-2017 homes were on the market prior to sale for an average of 46 days for single family homes and 43 days for townhomes. Through May 29, 2018, homes in the district were on the market for an average of 38 days for single family homes and 23 days for townhomes.

Graph 5 - Average Days Home on the Market Prior to Sale



III. Housing Study Review

A. Housing Study Information - The housing study reviewed district information on the number of existing homes, new residential development and the housing type in which resident students live. The study team reviewed the proposed housing development to provide the district with some analysis of potential enrollment changes resulting from housing development. The data in the following graphs and tables comes from the Scott County GIS system and student information from the district.

Graph 6 presents a 22 year review of total enrollment change, Kindergarten enrollment change and single family homes built. Increased enrollment attributable to new home construction is not immediate because many home buyers have either not started a family or have preschool children.

Graph 6 - Total Enrollment Change, K Enrollment Change and Single Family Homes Built 1996-2017

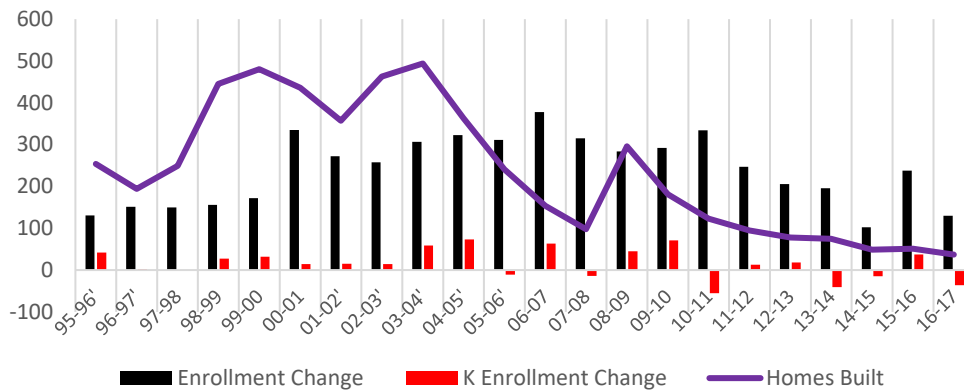


Table 2 presents the housing type of resident enrolled district students. The largest percentage of students – 69.4% live in single family homes; followed by 18% of students living in single family attached homes.

Table 2 - Housing Type of Resident Students

	Property Addresses	K-12 Students	% of Students
Single Family Homes	9,197	5,265	69.4%
Single Family Attached	4,127	1,367	18.0%
Apartments	NA	487	6.4%
Mobile Homes	NA	141	1.9%
Condominium Units/Du-Trip	NA	7	0.0%
Reservation	NA	8	0.1%
No Data	267	316	4.2%
Total	13,591	7,591*	100.0%

*does not include 33 students who are listed as resident student without a Shakopee address

Table 3 presents the sales of single family homes by attendance area in the district from January 2013 through December 2017; with the number and percentage of homes sales that were new construction. The Sweeney attendance area which currently has 32.6% of the single-family homes in the district experienced the greatest number of single family home sales during this time. The Eagle Creek attendance area which has 24.2% of the homes in the district experienced the greatest number of homes built during this time.

Table 3 -Sale of Single family homes sold Jan 1, 2013 through Dec 31, 2017

Attendance	SF Homes	% of All Homes	SF Home Sales	% of All Homes Sold	New Built Homes	% of New Homes Sold
EagleCreek	2,224	24.2%	680	27.1%	136	20.0%
Jackson	1,572	17.1%	443	17.6%	22	5.0%
RedOak	992	10.8%	241	9.6%	2	0.8%
SunPath	1,411	15.3%	359	14.3%	1	0.3%
Sweeney	2,998	32.6%	790	31.4%	129	16.3%
Total	9,197		2,513		290	

Data from Scott County GIS and District #720 Student Data

Table 4 presents the student density of single family homes by building date. The largest number of students living in single family homes live in homes that were built between 2000 and 2009.

Table 4 - K-12 Student Density of Single Family Homes by Decade Built

Decade Built	Single family	All students in SF Homes	K-12 Student Per Home
2010+	689	468	0.68
2000-2009	3,382	2,669	0.79
1990-1999	2,071	1,084	0.52
1980-1989	619	193	0.31
Pre 1980	2,436	851	0.35
Total	9,197	5,265	0.57

Data from Scott County GIS and District #720

Table 5 presents student density of single family homes by value. The largest number of students living in single family homes live in homes valued between \$200,000 and \$299,999.

Table 5 - K-12 Student Density of Single Family Homes by Value

Value Class	Single family	All students in SF Homes	K-12 Student Per homes
\$400,000 +	1,104	744	0.67
\$300,000-\$399,999	2,715	1,985	0.73
\$200,000-\$299,999	4,086	2,144	0.52
\$0-\$199,999	1,292	392	0.30
Total	9,197	5,265	0.57

Data from Scott County Geographic Information System, District #720 Student Data

Table 6 presents a comparison of homes with resident students in Grades K-12 with homes with registered voters aged 55 and over. In the district, 32.4% of single family homes have resident enrolled students in grades K-12, and 19.5% of single family homes have registered voters aged 55 and older.

Table 6 - Single Family homes with Enrolled K-12 students and Registered Voters Age 55+

Attendance Area	Single Family Homes	SF Homes K-12 Students	Percent	SF Homes with Voters 55+	Percent
Total	9,197	3,024	33%	1,796	20%

Data from Scott County Geographic Information System and District #720

Table 7 presents the proposed housing development by elementary attendance area. The study team met with staff from the City of Shakopee, City of Prior Lake and Scott County to discover proposed housing construction in each entity. The Eagle Creek area has the highest proposed development of single family homes and single family attached homes. The Red Oak attendance area has the highest number of proposed apartments.

Table 7 - Proposed Housing Development

Attendance Area	Single Family	SF Attached	Apartments
Eagle Creek	222	202	306
Jackson	147	42	298
Red Oak	59		598
Sun Path	0		
Sweeney	62		207
Total	490	244	1,409

B. Student Density

Table 8 and Table 9 present data on current density of students per single family home and single family attached homes. This data may be useful in understanding the enrollment implications of housing development.

Table 8 presents the student density of single family homes by grade grouping. For the district, the number of students per single family home is .57 students per home. The Jackson attendance area has the highest number of students per single family home with .79 students per home.

Table 8 - Density of K- 12 students in single family homes

Attendance Area	Single Family	All Students		Grades K-5		Grades 6-8		Grades 9-12	
		Number	Density	Number	Density	Number	Density	Number	Density
Eagle Creek	2,224	1,147	0.52	541	0.24	273	0.12	333	0.15
Jackson	1,572	1,245	0.79	571	0.36	308	0.20	366	0.23
Red Oak	992	711	0.72	244	0.25	198	0.20	269	0.27
Sun Path	1,411	966	0.68	357	0.25	263	0.19	346	0.25
Sweeney	2,998	1,196	0.40	527	0.18	289	0.10	380	0.13
TOTAL	9,197	5,265	0.57	2,240	0.24	1,331	0.14	1,694	0.18

Data from Scott County Geographic Information System, District #720

Table 9 presents the student density of single family attached homes (townhome, twin home, condominium, duplex/triplex) by grade grouping. For the district the density of students per attached home is .33 students per home. The Eagle Creek attendance area has the highest density of students per attached home with .40 students per home.

Table 9 - Density of K- 12 students in single family attached homes

Attendance Area	Single Family Homes	All Students		Grades K-5		Grades 6-8		Grades 9-12	
		Number	Density	Number	Density	Number	Density	Number	Density
Eagle Creek	697	280	0.40	139	0.20	73	0.10	68	0.10
Jackson	994	330	0.33	165	0.17	77	0.08	88	0.09
Red Oak	1,337	396	0.30	196	0.15	111	0.08	89	0.07
Sun Path	700	271	0.39	165	0.24	48	0.07	58	0.08
Sweeney	399	95	0.24	38	0.10	28	0.07	29	0.07
TOTAL	4,127	1,372	0.33	703	0.17	337	0.08	332	0.08

Data from Scott County Geographic Information System, District #720 Student Data

IV. Enrollment History and Trends

A. Enrollment History - all methods of projecting enrollment rely on an analysis of the enrollments realized in the district in prior years. While some of the data presented does not have a direct bearing on projecting enrollment, it is included as background information for understanding the student and demographic changes that are taking place within the district. This information is available from the Minnesota Department of Education. The most recent data is for school year 2017-18.

1. Home Primary Language – The best data available to understand the ethnic makeup of a school district is the Home Primary Language report. This data presents the primary language spoken in the student’s home. **Appendix A** is a graph that presents a 19-year history of this data. English is, and always has been, the primary language within the district. The percentage of homes with English as the primary language has changed from 92.3% in 1999-2000 to 74.39% in 2017-18. The second and third most common home languages within the district are Spanish and Somali.

Statewide, the English percentages were 94.3% in 1999- 2000 and 84.21% in 2017-18. The second thru eighth most common languages statewide were Spanish, Somali, Hmong, Vietnamese, Karen, Arabic and Chinese Mandarin

2. Student Ethnicity – The student ethnicity is reported in six categories. These are American Indian, Asian Pacific, Hispanic, Black, Multiple Ethnicity and White. The changing students of color is presented and graphed in **Appendix B**. In 2018, District #720 enrolled 88 American Indian students, 982 Asian Pacific students, 1,131 Hispanic students, 825 Black students, 504 Multiple Ethnicity students and 9 Hawaiian Pacific Islander students. All students of color combined totaled 3,539 students or 42.2% of the total 2017-18 EC-12 enrollment. In 2017-18, the white enrollment was 4,841 of the total 8,380 students enrolled which is 57.8 % of the district enrollment.
3. Special Student Population – The Special Student Population presents the data for students who qualify for free and reduced lunch (Free/Reduced), who are enrolled as English Learners (ELL) or are enrolled in a special education program (SPED). The number of free/reduced lunch students in a district is the best indicator available of the economic well-being of the district population. **Appendix C** presents a 10-year trend in the number of students in District #720 that are enrolled in ELL and SPED programs and the total number of students eligible for free/reduced price lunch. The percentages in these three categories in District #720 versus the state totals in 2017- 2018 are:

2018 Percentage of Special Student Populations			
	Free/Reduced	ELL	Special Education
District #720	35.07%	10.76%	15.47%
State of Minnesota	37.2%	7.96%	15.71%

By comparison, District #720 has a lower percentage of free/reduced students, a higher percentage of English Language Learners and a lower percentage of Special Education students than the average of Minnesota school districts.

4. Enrollment History - The fall seat count enrollment realized in District #720 for the years 2012-13 through 2017-18 is the basis for projecting the enrollments that will be realized in 2018-19 through 2022-2023. **Table 10** presents the fall seat count enrollment history by grade for District #720.

Table 10 - Fall Seat Count History

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
K	620	579	564	601	565	606
1	626	647	592	575	596	563
2	648	634	649	627	572	597
3	645	653	625	651	634	581
4	615	654	666	634	656	627
5	582	609	651	667	641	646
6	581	581	623	659	679	642
7	573	586	578	625	666	689
8	568	580	570	563	620	667
9	528	625	628	648	633	680
10	513	536	643	647	652	657
11	519	513	527	625	648	643
12	484	501	484	516	606	628
Total K-12	7,502	7,698	7,800	8,038	8,168	8,226
Enrollment Change		196	102	238	130	58

B. Migration of students in and out of the district

Migration refers to how students move through the grades of a school district along with students entering or leaving a school district and the resulting enrollment changes that occur by grade. It is important for anyone studying enrollment projections to understand the concept of ‘migration’ and the varying methods of applying this history of student movement to future enrollment projections.

If the grade 3 enrollment of a school district is 100 students, it is anticipated that the grade 4 enrollment of the school district in the next year will be 100 students (plus the migration). If this migration is (-5) the enrollment will be 95. If the migration is (+7) the enrollment will be 107. Migration is a net sum of all the students leaving and all the students entering.

Some of the reasons that students leave a district are:

1. Parents leaving the community
2. Students enrolling in a non-public school, charter or another public school district through open enrollment
3. Students beginning home schooling or an on-line school program
4. Students enrolling in a special program under a tuition agreement
5. Students discontinuing school after the age requirement is met
6. Student deaths
7. Employment losses in a community forcing families to relocate

The reasons for students entering the district are:

1. The highest-grade level in a non-public or charter school is achieved and students enroll in the public-school district at the next grade level
2. Community growth in housing and/or employment attracts additional families and the children enroll in the public schools

3. Transportation/roadways make it reasonable for families to live in a district while they work in another location
4. Employment opportunities attracting new families to move to the community
5. Academic or activity programs of interest to students

For the reasons listed above, there is always some turnover in the students enrolled in a district from year to year. Some migration takes place during the school year and other migration of students takes place during the summer months.

The enrollment migration is computed by grade level and is reviewed for several prior years in an attempt to see enrollment trends that can be used for projecting future enrollment. The enrollment migration can be used as a percentage; i.e. 100 to 105 would be 1.05 and 100 to 93 would be .93. Or the enrollment migration can be viewed as a number without converting to a ratio. In this example, the migration would be +5 or -7.

Table 11 presents the migration of students in District #720 by grade level from 2012-13 through 2017-18.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
12 - K	95	95	63	117	49	0
1	24	27	13	11	(5)	(2)
2	11	8	2	35	(3)	1
3	-3	5	(9)	2	7	9
4	3	9	13	9	5	(7)
5	-6	(6)	(3)	1	7	(10)
6	-4	(1)	14	8	12	1
7	1	5	(3)	2	7	10
8	9	7	(16)	(15)	(5)	1
9	45	57	48	78	70	60
10	18	8	18	19	4	24
11	4	0	(9)	(18)	1	(9)
12	9	(18)	(29)	(11)	(19)	(20)
Total Migration	111	101	39	121	81	58
Total Enrollment Change	206	196	102	238	130	58

Table 11 includes a row designated as 12 – K. This number is the enrollment variation in the number of grade 12 students leaving a district in a spring of one year versus the number of Kindergarten students entering the district in the fall of the next school year. This is called the ‘natural change.’ Therefore, by definition, the enrollment change in a school district from the preceding year is the total of the grade level migration and the ‘natural change’.

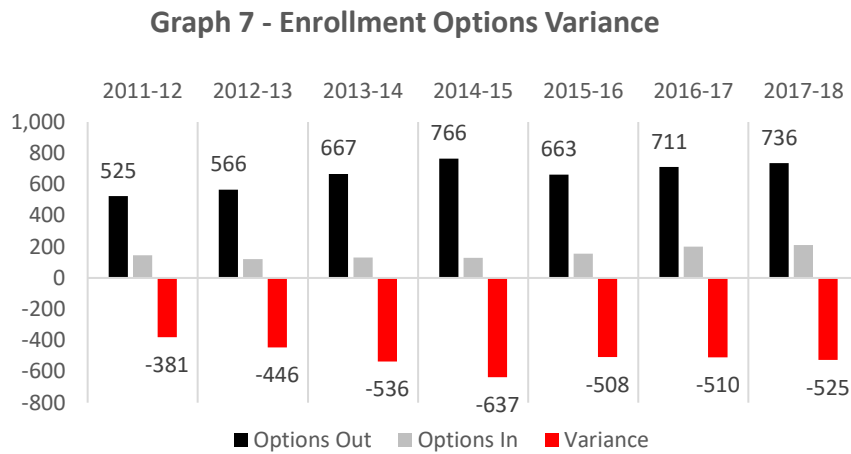
What conclusions can be drawn from the data that is presented in **Table 11**?

1. The total enrollment change in the District #720 has averaged 155 students per year for the past six years (from 2012-13 through 2017-18).

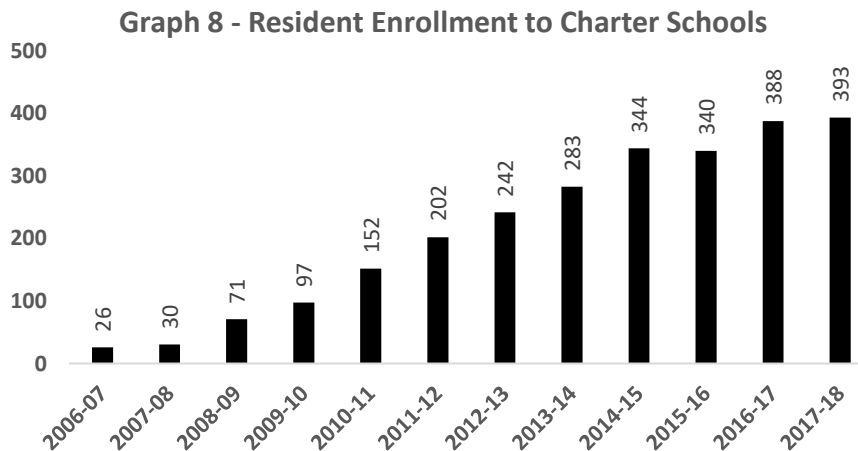
2. In the last 6 years (2012-13 through 2017-18), there has been a positive change in the number of students in Grades 9 and 10.
3. In the last 5 years (2013-14 through 2017-18) there has been a negative change in the number of students in Grade 12.
4. In five of the last six years, the 12th grade graduating class in the spring has been smaller than the entering Kindergarten class.

C. Enrollment and Charter Options Influencing Enrollment

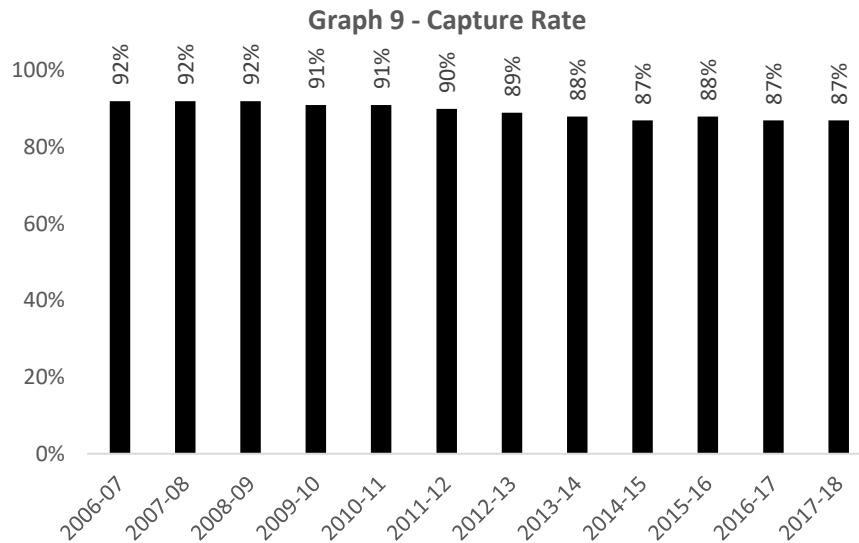
Graph 7 presents an overview of the variance between District #720 resident students enrolling out to other districts and nonresident students open enrolling into District #720 from 2011-12 through 2017-18. During this time, more resident students have open enrolled out of the district than nonresident students have open enrolled into the district.



Graph 8 presents the history of residents enrolling to charter schools from 2006-07 through 2017-18. In the last two years, the charter schools enrolling the highest number of resident students were Eagle Ridge Academy (169.03 residents students of Shakopee enrolled in 2017-18) and Aspen Academy (117.87 resident students of Shakopee enrolled in 2017-18).



Graph 9 presents the history of the percentage of Shakopee resident students attending District #720. This is the capture rate which is 87%.



Some additional reports are presented in **Appendix D, E, F**. This data includes:

1. **Appendix D** is a report presenting where resident students (excluding residents who are home schooled or enrolled in nonpublic schools) of District #720 attended school in 2016-17. This table presents enrollment by grade, listing districts and the number of enrolled District #720 students.
2. **Appendix E** presents districts from which District #720 enrolled students in 2016-17; i.e., the resident districts of students served. This table presents enrollment by grade, listing districts and number of enrolled students in District #720.
3. **Appendix F** presents a table summarizing residents enrolled in districts bordering District #720, the students enrolled in District #720 from bordering districts and the variance in open enrollment in and out of the district from 2007-08 through 2016-17.
4. **Appendix G** presents comparative data with neighboring districts for 2016-17.

From reviewing the information of District #720 resident students and resident students of other districts being served by District #720, the following observations were made:

1. In 2016-17, District #720 had 9,112 resident students. (See **Appendix D** for the detail.)
2. In 2016-17, District #720 served 7,937 resident students, or 87.1% of the resident students in District #720. The remaining 13% of District #720 resident students (excluding residents who were home school or enrolled in nonpublic schools) were served in more than 40 public and charter schools. (See **Appendix D** for an abbreviated listing of districts where District #720 resident students enrolled.)
3. In 2016-17, the three districts in which District #720 resident students enrolled in the largest numbers were Prior Lake Savage (321), Eagle Ridge Academy (171) and Aspen Academy (123). (See **Appendix D** for the detail)

4. In 2016-17, District #720 served 8,139 students. Of the total, 97.5% were resident students of the district and the remaining 2.5% of students served were resident students of more than 35 other school districts. (See **Appendix E** for the detail).
5. In 2016-17, the three districts that enrolled the largest number of students in District #270 were Prior Lake Savage (62), Burnsville Eagan Savage (35) and Jordan (28). (See **Appendix E** for the detail.)

Observations based on a review of District #720 students open enrolling to bordering districts (**Appendix F**) include:

1. There are five districts bordering District #720; Eden Prairie, Eastern Carver County, Jordan, Prior Lake Savage and Burnsville Eagan Savage.
2. With the exception of 2012-13 for school years 2007-08 through 2016-17, the district has realized a gain of students from Jordan.
3. From 2007-08 through 2016-17 the district has experienced a net loss of students to Eden Prairie, Eastern Carver County, Prior Lake Savage and Burnsville Eagan Savage.

D. Comparative Analysis of District #720 with neighboring districts

Appendix G is a data table that presents enrollment information in 2016-17 for District #720 and the five neighboring school districts; Eden Prairie, Eastern Carver County, Jordan, Prior Lake Savage and Burnsville Eagan Savage.

Some observations from the 2016-17 enrollment include:

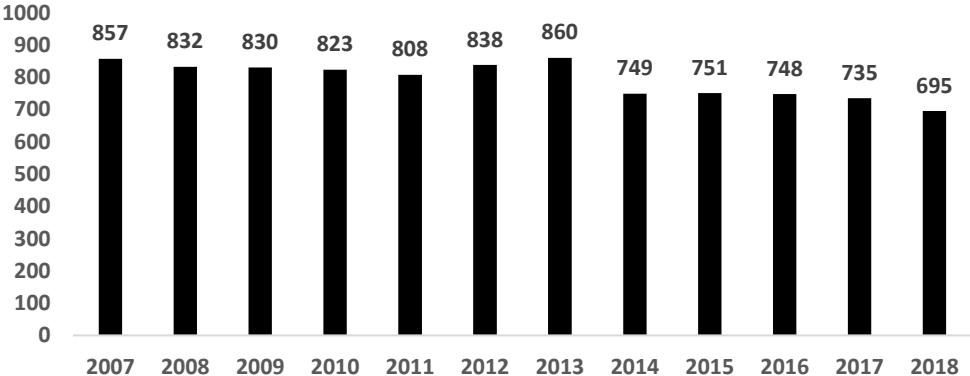
1. District #720 had 201 students optioning into the district in 2016-17, which represents 2.5% of enrollment. All neighboring districts had a higher percentage of enrollment options into the district. The average percentage of enrollment of students enrolling into this group of districts was 7%.
2. District #720 had 711 students leave the district via open enrollment options in 2016-17. This represents 8.7% of the student enrollment. Eden Prairie, Burnsville Eagan Savage, Eastern Carver County and Jordan had a higher percentage of open enrollment out of the district. The average percentage of enrollment of students enrolling out of this group of school districts is 10.9%.
3. The variance in options, (options in less options out) was (-510) students for District #720. The average variance for this group of school districts is (-335).
4. District #720 resident students enrolling into charter schools in 2016-17 represents 4.7% of total enrollment. The average percentage of students in this group of districts enrolling in charter schools in 2016-17 is 4.1% of enrollment.
5. The capture rate (the percentage of resident students enrolling in the resident district) for District #720 in 2016-17 was 87.1%. The average capture rate for this group of school districts is 85.5%.
6. Thirty five percent (35%) of District #720 enrollment was eligible for free and reduced lunch in 2016-17. This is higher than the average of 27.4% for this group of school districts.
7. District #720 enrolled 10.8% of students in English Learner programs. This is higher than the 7.2% average enrollment in English Learner Programs for this group of districts.
8. The students of color enrollment in District #720 in 2016-17 was 41.2%. This is higher than the average of 32.4% for this group of school districts.
9. A mobility index is calculated for all Minnesota school districts. This index is an indicator of the stability of the enrollment in the schools of the district once school begins in the

fall of the year. The lower the mobility index, the more stable the enrollment. The mobility index for District #720 in 2016-17 was 8.4% which is lower than the average for this group of districts.

E. Nonpublic enrollment

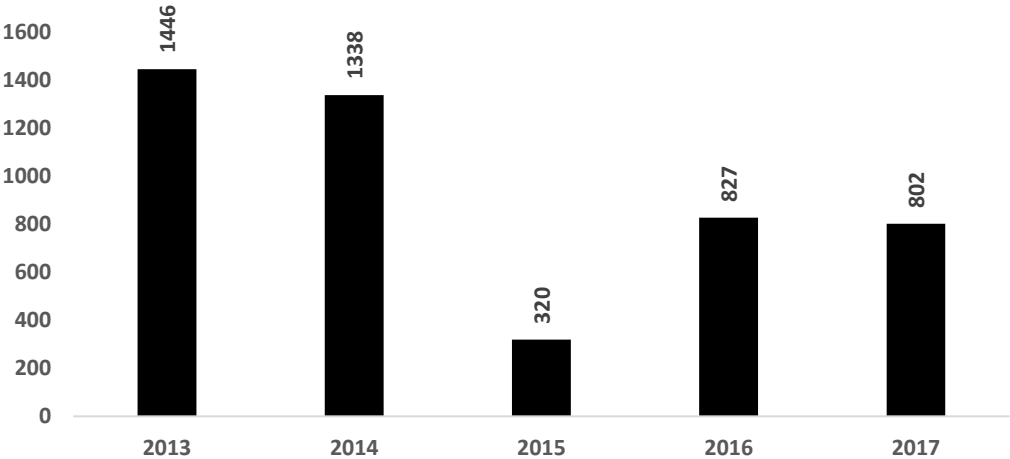
Two nonpublic schools are located within District #720; Shakopee Area Catholic School and Living Hope Lutheran School. **Graph 10** presents the history of the enrollment in these schools.

Graph 10 - History of Enrollment in Shakopee Area Catholic School and Living Hope Lutheran School



Graph 11 presents the number of District #720 resident students who enroll in nonpublic schools. *Please note: District staff report an error in reporting data from the nonpublic schools in 2015 which is reflected in this graph.*

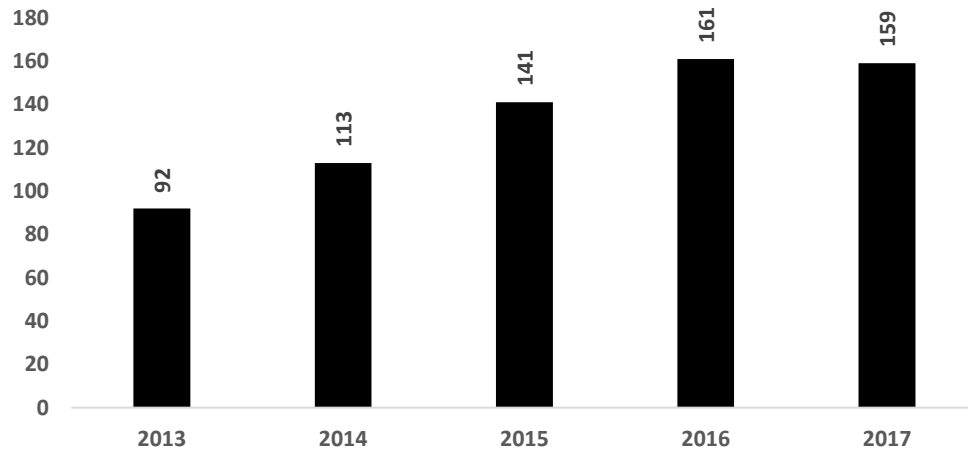
Graph 11 - Residents Enrolling in Nonpublic schools



F. Home School Enrollment

The district collects data on students who are home schooled. **Graph 12** presents a 5-year history of the number of students reported as home schooled.

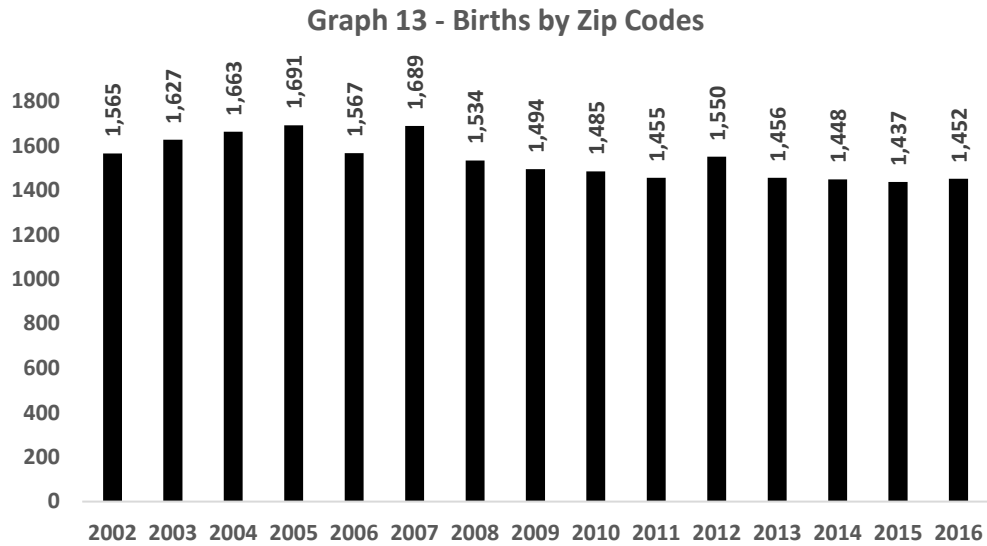
Graph 12 - Home Schooled Resident Students



V. Birth Patterns and Kindergarten enrollment

The future enrollment of District #720 must be projected as accurately as possible. Birth data from the Minnesota Department of Health was reviewed to discover the number of births in the zip codes served by the district.

Graph 13 presents the number of births in zip codes 55379, 55372 and 55378 from 2002-2016; the most recent data available from the Department of Health.



VI. Enrollment Projections

A. Cohort Survival Method of Projecting Enrollment

The method of projecting enrollment used by SchoolFinances.com is determined by the history of enrollment in the district. One method is the cohort survival method and the other, the numeric survival method. Both methods are based on the concept that students' progress routinely from one grade to another and that factors that influenced grade progression in the past will continue to influence the progression of students from grade to grade in the future.

In the cohort survival methodology, a ratio is developed for each grade that compares the number of students in a grade to the number of students in the previous grade in the prior year. This cohort survival ratio indicates whether the change between grades was an enrollment increase or decrease. These ratios can be calculated for any prior year(s), the ratios can be averaged and the ratios can be weighted to give the most recent year's ratio the greatest influence. Additionally, these ratios can be adjusted to reflect current development factors.

The numeric survival method is similar in that grade-to-grade progressions are compared, but rather than calculate a ratio, the changed enrollment – either positive or negative, is added or subtracted to the enrollment in a particular grade the prior year to project future enrollment.

The following table presents an example of the difference in enrollment that would be projected using the cohort survival method and numeric survival method.

Grade	2016-17	2017-18	Grade 5 Projection 18-19 Cohort Survival Method	Grade 5 Projection Numeric Survival Method
4	232	249		
5	248	260	279.1	277.00

The cohort ratio is $260/232 = 1.1207$

The numeric change is $260-232 = +28$.

The cohort projection is $1.1207 \times 249 = 279.1$

The numeric projection is $28+249 = 277$

Both methods collectively encompass all the variables that account for an increase or decrease in the size of a grade cohort as it moves on to the next grade and then represent the cumulative effect of the following factors:

1. Migration, in or out, of the schools
2. Retention in the same grade
3. Changes in school program
4. Dropouts, transfers, etc.
5. Births and deaths
6. Housing growth

Enrollment projections must be reviewed annually and use the actual enrollment realized in the most recent year. At any given time, the following factors may have an effect on the projections:

1. Economic conditions
2. Changes in charter school or nonpublic enrollment
3. Changes in the rate of new housing development
4. Changes in interest rates which could increase or decrease home sales

B. Enrollment Projections

The enrollment projections for District #720 are presented in **Table 12**. The projections were developed using the fall seat count enrollment history and the numeric method of projecting enrollment using 4 years of history. Adjustments were made for additional students in three years for anticipated development in the district. The enrollment for Kindergarten used the estimated Fall of 2018 count and adjusted in subsequent years to reflect anticipated housing development and population projections.

**Table 12 - District #720
K-12 Enrollment Projections**

	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	602	604	606	608	610
Grade 1	607	611	613	620	622
Grade 2	570	621	625	632	639
Grade 3	602	577	628	637	644
Grade 4	583	612	587	643	652
Grade 5	625	587	616	596	652
Grade 6	653	634	595	625	604
Grade 7	648	657	638	599	629
Grade 8	683	639	648	629	591
Grade 9	732	747	703	712	693
Grade 10	696	749	764	720	729
Grade 11	649	688	740	755	711
Grade 12	624	629	668	720	735
TOTAL	8,276	8,355	8,431	8,496	8,511
Percent Change	0.60%	0.96%	0.91%	0.77%	0.2%

VII. Observations and Recommendations

1. The population of the District is projected to increase 7.2% or about 685 residents annually between the 2017 estimates and projections for 2022.
2. The youth population ages 0-4, and 15-19 is projected to increase between the 2017 estimates and the 2022 projections. The youth population ages 5-9 and 10-14 is projected to decrease between the 2017 estimates and the 2022 projections.
3. In 2022, 38.7% of the women in the district (9,917 of a total female population of 25,617) will be in childbearing years of 18-44 years of age. For the state of Minnesota, 34% of the women (984,979 of a total female population of 2,895,473) will be in childbearing years.
4. Between Jan 1, 2013 and December 31, 2017 (5 years) an annual average of 503 single family homes and 299 townhome/twin homes sold annually in the district.
5. The average sales price for single family homes has increased 4.68% annually from 2013 through 2017. The average price in 2017 was \$316,550. In 2018 through May 31, the average sales price for single family homes was \$290,922.
6. From 2013-17 homes were on the market prior to sale for an average of 46 days for single family homes and 43 days for townhomes. Through May 31, 2018, homes were on the market for an average of 38 days for single family homes and 23 days for townhomes.
7. 69% of resident students live in single family homes; followed by 18% of students living in single family attached homes.
8. The largest number of students living in single family homes live in homes that were built between 2000 and 2009.
9. The largest number of students living in single family homes live in homes valued between \$200,000 and \$299,999, the highest density of students (.73/home) live in homes valued between \$300,000-\$399,999.
10. 33% of single family homes have resident students enrolled in the district, 20% of single family home have voters aged 55 or older.
11. The Eagle Creek attendance area has the largest number of proposed development of single family homes; the Red Oak attendance area has the largest number of proposed apartments.
12. For the district, the density of students per single family home is .57 students per home. The Jackson attendance area has the highest density of students per single family home with .79 students per home.
13. For the district the density of students per attached home (townhome/twin homes) is .33 students per home. The Eagle Creek attendance area has the highest density of students per attached home with .40 students per home.
14. The total enrollment change in District #720 has averaged 155 students per year for the past six years (from 2012-13 through 2017-18).
15. In each of the last six years (2012-13 through 2017-18), there has been a positive change from the prior year in the number of students in Grades 9 and 10.
16. In the last 5 years (2013-14 through 2017-18) there has been a negative change from the prior year in the number of students in Grade 12.
17. In five of the last six years, the 12th grade graduating class has been smaller than the entering Kindergarten class; this is called the natural increase or decrease. The average change during this period has been +85 students.
18. In the last seven years, District #720 has lost enrollment through open enrollment options; more resident students have open enrolled out of the district than nonresidents students open enrolled into the district.

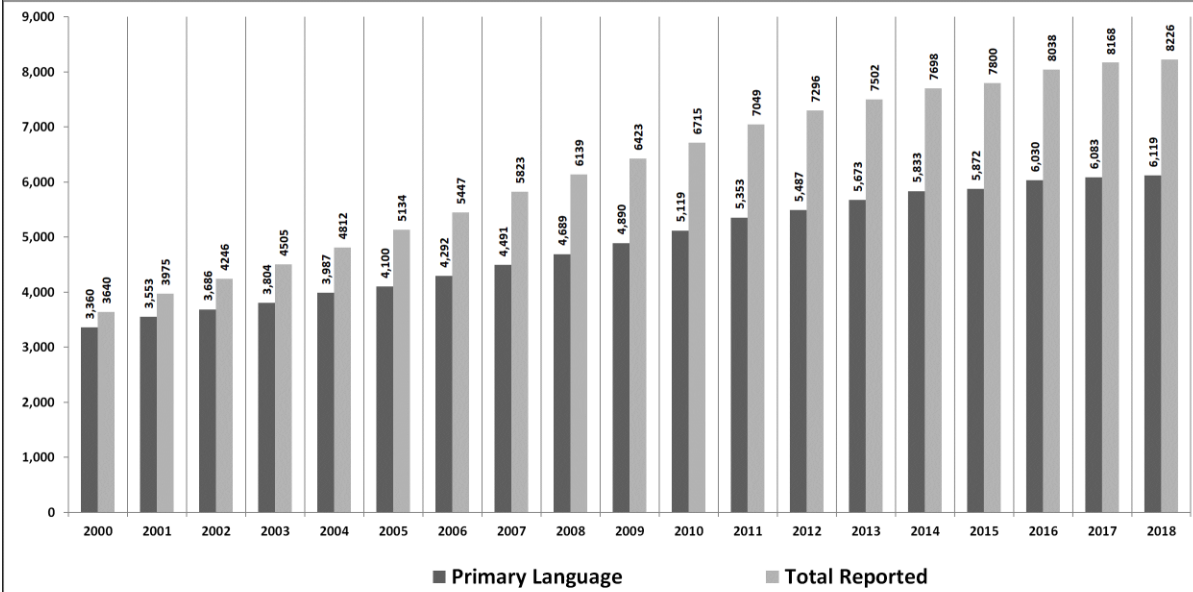
19. District #720 resident enrollment to charter schools has increased annually in the last twelve years; from 26 students in 2006-07 to 393 students in 2017-18.
20. Since 2006-07 the percentage of resident students attending District #720 (not including residents who are home schooled or enrolled in nonpublic schools) has declined from 92% in 2006-07 to 87% in 2017-18.
21. The total enrollment of the two nonpublic schools in District #720 (Shakopee Area Catholic School and Living Hope Lutheran School) has declined from 857 students in 2006-07 to 609 students in 2017-19.
22. The resident students enrolling in nonpublic schools has changed from 1,146 in 2013 to 802 in 2017-18.
23. The number of resident students who are home schooled has increased from 92 students in 2013 to 159 students in 2017
24. Since 2002, the births in the zip codes served by the district has averaged 1,540. The births ranged from a high of 1,691 in 2005 to 1,437 in 2015. For 2016, the most recent year of available data the number of births was 1,452.
25. Increased enrollment attributable to new home construction is not immediate because many home buyers have either not started a family or have preschool children.

Recommendations

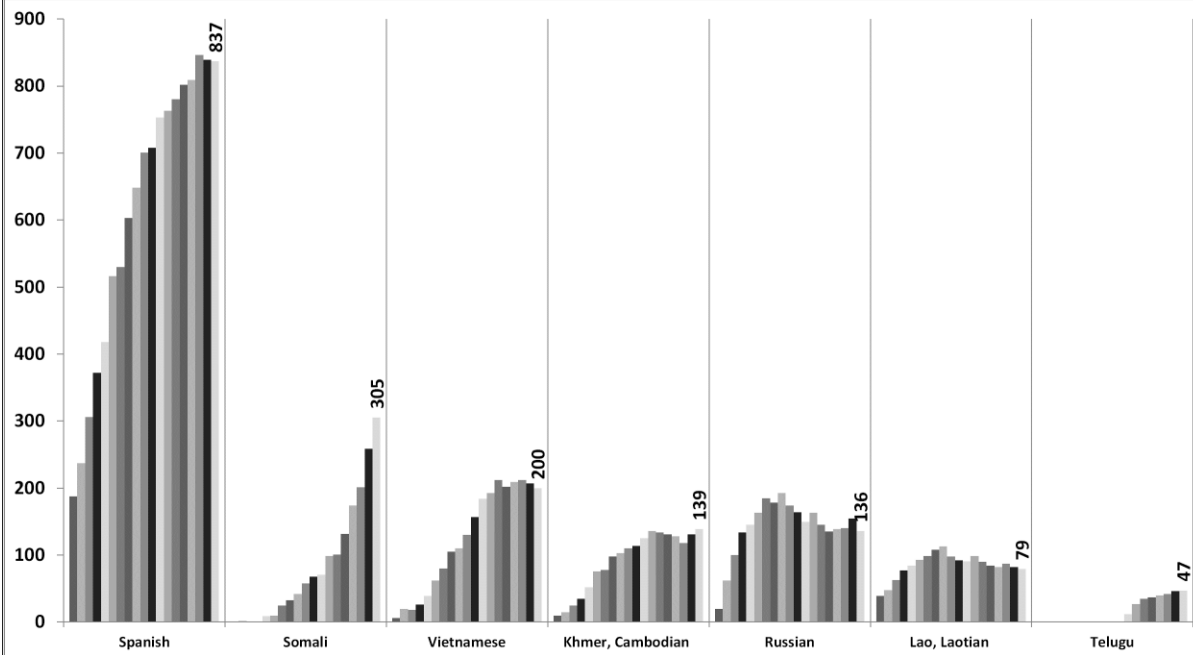
1. Effective enrollment planning requires annual monitoring to review the enrollment realized and adjust the assumptions as needed. All enrollment projections have inherent uncertainties because the assumptions on which they are based can be affected by changes in the economy, by the perception of the community, or by other events. Future enrollments are positively and negatively affected by:
 - a. Added births in the district and the resulting added K enrollment
 - b. Reductions or growth in private school/charter school enrollment
 - c. Housing turnover from retired citizens to young families
 - d. Increased enrollment of resident/nonresident students
 - e. Transportation options for residents living in the community
 - f. Open enrollment of resident students to other districts and charter schools and nonresident enrollment into the district
2. The district should continue to use a group process to project enrollment. The group will review realized enrollment, look at historical patterns and make assumptions concerning changing enrollment, enrollment options in and out of the district, new population to the district, changing economic conditions and development. The use of a committee approach helps communicate the changing enrollment in the district and throughout the community.
3. In addition to this written report, SchoolFinances.com is providing the district with an enrollment projection system and a census geographic report. The enrollment system is interactive and designed to examine and easily adjust enrollment assumptions and modify the enrollment projections. The model also provides enrollment projection by individual schools. These school enrollments use the district-wide grade to grade progressions.

720 Shakopee

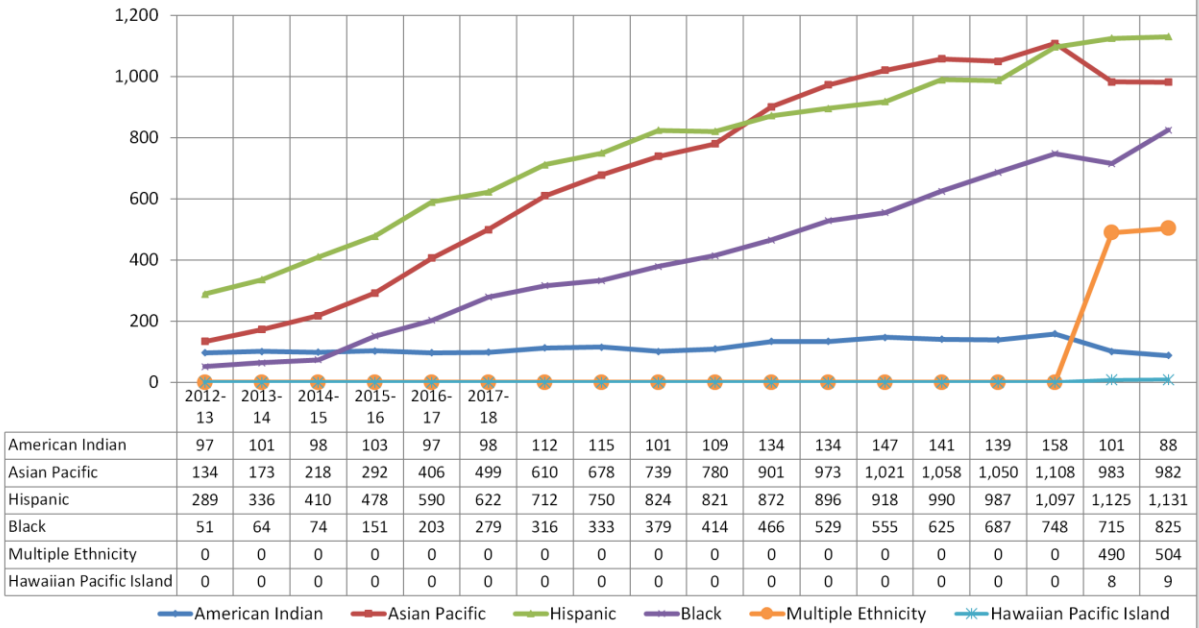
The Primary Language Spoken in the home in Shakopee is English



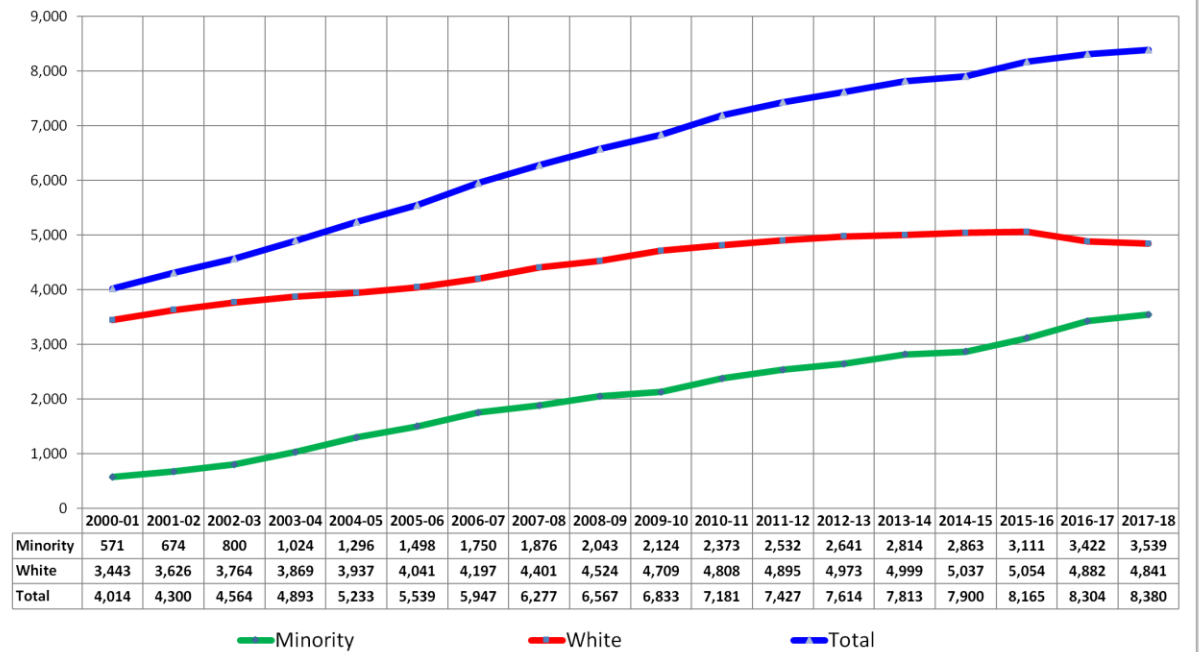
Languages Ranked 2-8 in 2018 for the Years 2000-2018



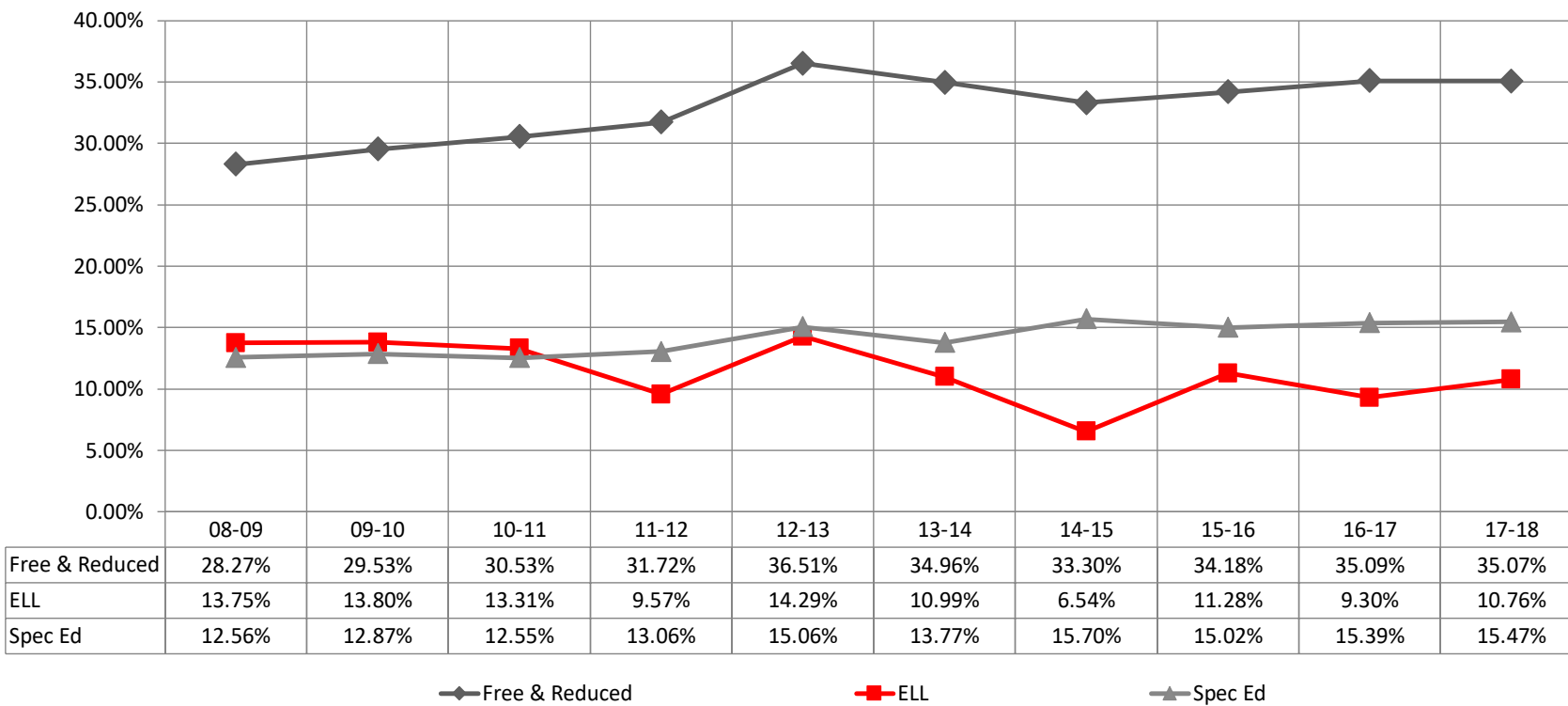
Grades EC-12 Student Ethnicity



Total EC-12 Enrollment by Ethnicity



Special Student Population



Residents Open Enrolling to other Districts or Charter Schools in 2016-17

Grade Level		01	02	03	04	05	06	07	08	09	10	11	12	EC	HK	KG	VPK	Total	(%)
Residents Attending		580.48	568.95	624.19	632.91	630.77	671.73	656.64	614.91	615.03	617.12	598.02	505.91	71.38	63.77	484.75	0.00	7,936.56	87.10%
Residents Attending Other Districts		101.51	107.41	98.37	117.05	77.78	77.86	76.28	67.68	76.62	68.88	92.43	106.14	3.20	9.15	95.12	0.06	1,175.54	12.90%
Total Resident Students		681.99	676.36	722.56	749.96	708.55	749.59	732.92	682.59	691.65	686.00	690.45	612.05	74.58	72.92	579.87	0.06	9,112.10	100.00%
School District	Svc Dist	01	02	03	04	05	06	07	08	09	10	11	12	EC	HK	KG	VPK	Total	RANK
SHAKOPEE	720	580.48	568.95	624.19	632.91	630.77	671.73	656.64	614.91	615.03	617.12	598.02	505.91	71.38	63.77	484.75	-	7,936.56	1
PRIOR LAKE-SAVAGE	719	26.04	31.32	30.10	30.35	23.71	27.18	24.00	17.19	16.62	19.00	22.44	13.08	0.85	3.61	35.33	-	320.82	2
EAGLE RIDGE ACADEMY CHARTER SCHOOL	4122	18.71	13.92	16.79	19.00	9.75	8.84	18.81	14.49	12.11	5.75	7.99	5.00	-	1.52	18.69	-	171.37	3
ASPEN ACADEMY	4184	17.77	18.95	13.98	23.55	10.55	12.16	7.92	2.98	-	-	-	-	-	0.91	14.55	-	123.32	4
EDEN PRAIRIE	272	7.89	13.36	9.40	14.00	10.25	10.45	4.80	4.27	8.45	8.09	8.56	10.63	-	-	5.53	-	115.68	5
INTERMEDIATE SCHOOL DISTRICT 287	288	-	-	1.00	0.35	-	-	2.38	5.72	4.80	7.38	10.10	26.54	-	0.77	-	-	59.04	6
EASTERN CARVER	112	3.00	5.92	6.10	7.02	3.34	3.12	1.22	2.15	3.36	5.14	3.29	4.31	0.63	-	3.29	-	51.89	7
BLOOMINGTON	271	4.00	1.00	4.21	5.45	4.98	2.01	2.00	3.95	3.55	4.85	6.45	2.87	0.35	1.00	3.16	-	49.83	8
BURNSVILLE	191	3.00	2.85	2.00	5.30	4.11	1.62	1.00	3.12	1.00	3.79	4.04	2.04	0.09	0.53	2.47	-	36.96	9
MINNESOTA TRANSITIONS CHARTER SCH	4017	2.36	-	1.00	-	1.00	0.65	3.37	0.61	7.13	2.37	7.93	5.17	-	-	0.92	-	32.51	10
MINNETONKA	276	5.68	5.44	1.00	4.42	-	1.00	1.00	3.00	0.80	2.00	4.00	1.00	-	-	1.84	-	31.18	11
HOUSTON	294	1.00	-	-	0.10	0.10	-	3.39	5.21	5.89	2.98	1.11	5.98	-	-	-	-	25.67	12
JORDAN	717	1.95	0.47	-	2.13	2.00	1.00	0.14	1.14	1.00	1.00	1.00	5.00	-	0.77	0.75	-	18.35	13
EDINA	273	2.00	4.00	-	1.00	1.32	2.00	2.00	-	-	2.00	-	1.00	-	-	-	-	15.32	14
WORLD LEARNER CHARTER SCHOOL	4016	1.73	-	3.99	1.24	2.00	1.52	1.73	2.00	-	-	-	-	-	-	-	-	14.21	15
ROSEMOUNT-APPLE VALLEY-EAGAN	196	0.44	2.49	-	0.38	-	1.60	-	-	1.00	1.00	1.00	1.45	-	0.04	0.31	-	9.71	16
NEW PRAGUE	721	1.00	1.55	1.00	0.60	-	0.94	-	-	0.94	-	0.29	1.00	-	-	0.20	-	7.52	17
MAIN STREET SCHOOL PERFORMING ARTS	4110	-	-	-	-	-	-	-	-	2.00	1.35	1.00	3.00	-	-	-	-	7.35	18
NASHA SHKOLA CHARTER SCHOOL	4208	1.00	2.00	1.00	-	-	-	-	-	-	-	-	-	-	-	3.00	-	7.00	19
HOPKINS	270	-	1.00	1.00	-	1.00	-	-	-	1.66	-	0.34	0.99	0.25	-	-	-	6.24	20
INTERMEDIATE SCHOOL DISTRICT 287	287	0.05	-	-	-	-	0.02	0.05	0.03	0.03	0.30	2.30	2.69	-	-	-	-	5.47	21
COLOGNE ACADEMY	4188	-	-	1.00	-	1.00	-	1.81	-	-	-	-	-	-	-	1.00	-	4.81	22
INTERMEDIATE SCHOOL DISTRICT 917	917	-	-	-	-	0.11	0.16	0.26	0.81	0.68	0.34	0.46	1.30	-	-	-	-	4.12	23
SEVEN HILLS PREPARATORY ACADEMY	4159	1.00	2.00	-	1.00	-	-	-	-	-	-	-	-	-	-	-	-	4.00	24
INTERNATIONAL SPANISH LANGUAGE ACADEMY	4167	-	-	1.00	-	-	1.00	-	-	-	-	-	-	-	-	2.00	-	4.00	25
RICHFIELD	280	-	1.00	1.00	-	0.50	-	0.12	-	0.49	-	-	0.49	-	-	-	0.06	3.66	26
LAKEVILLE	194	-	-	1.00	-	-	-	-	-	-	-	1.00	0.85	0.16	-	-	-	3.01	27
MINNESOTA STATE ACADEMIES	160	-	-	-	-	-	0.73	-	-	0.73	-	0.73	0.72	-	-	-	-	2.91	28
BROOKLYN CENTER	286	-	-	-	-	-	0.49	0.25	-	1.00	-	0.34	0.77	-	-	-	-	2.85	29
BEMIDJI REGIONAL INTERDIST. COUNCIL	1000	-	-	-	-	-	-	-	-	-	-	0.99	1.39	-	-	-	-	2.38	30
FERGUS FALLS	544	0.56	-	-	0.56	0.94	-	-	-	-	0.25	-	-	-	-	-	-	2.31	31
HIGH SCHOOL FOR RECORDING ARTS	4039	-	-	-	-	-	-	-	-	-	-	-	2.31	-	-	-	-	2.31	32
LIONSGATE ACADEMY	4183	-	-	-	-	-	-	-	-	2.00	-	-	-	-	-	-	-	2.00	33
AGAMIM CLASSICAL ACADEMY	4220	1.00	-	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	2.00	34
UNIVERSAL ACADEMY CHARTER SCHOOL	4225	1.00	-	-	-	-	1.00	-	-	-	-	-	-	-	-	-	-	2.00	35
MINNESOTA NEW COUNTRY SCHOOL	4007	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.98	-	1.98	36
EDVISIONS OFF CAMPUS SCHOOL	4151	-	-	-	-	-	-	-	0.66	0.31	-	0.95	-	-	-	-	-	1.92	37
ST. PAUL	625	-	-	-	0.36	-	0.37	0.02	-	-	0.02	0.64	0.37	-	-	-	-	1.78	38
MINNEAPOLIS	1	-	-	-	-	1.00	-	-	-	-	-	0.25	0.34	-	-	-	-	1.59	39
OSSEO	279	-	-	0.42	-	-	-	-	-	-	-	0.27	0.88	-	-	-	-	1.57	40
BLUESKY CHARTER SCHOOL	4082	-	-	-	-	-	-	-	-	-	0.49	0.27	0.76	-	-	-	-	1.52	41
ROBBINSDALE	281	-	-	-	-	0.12	-	-	-	-	0.10	0.10	1.00	-	-	-	-	1.32	42

Students Served Report 2016-17

Grade Level		01	02	03	04	05	06	07	08	09	10	11	12	EC	HK	KG	VPK	Total	(%)
District # 720 Resident Students		580.48	568.95	624.19	632.91	630.77	671.73	656.64	614.91	615.03	617.12	598.02	505.91	71.38	63.77	484.75	-	7,936.56	97.51%
Served from other Districts		19.36	9.85	11.38	17.79	15.25	8.70	10.71	9.75	17.38	25.41	19.48	21.43	2.53	0.12	13.39	-	202.53	2.49%
Total Students Served		599.84	578.80	635.57	650.70	646.02	680.43	667.35	624.66	632.41	642.53	617.50	527.34	73.91	63.89	498.14	-	8,139.09	100.00%
School District	Svc Dist	01	02	03	04	05	06	07	08	09	10	11	12	EC	HK	KG	VPK	Grand Total	RANK
SHAKOPEE	720	580.48	568.95	624.19	632.91	630.77	671.73	656.64	614.91	615.03	617.12	598.02	505.91	71.38	63.77	484.75	-	7,936.56	1
PRIOR LAKE-SAVAGE	719	6.29	3.82	3.05	4.16	2.53	3.53	3.79	3.35	5.47	10.00	8.34	6.00	-	-	1.23	-	61.56	2
BURNSVILLE	191	2.37	1.09	3.08	5.57	5.05	2.00	1.58	2.49	2.01	2.50	2.00	1.54	-	-	3.52	-	34.80	3
JORDAN	717	4.54	1.94	1.58	0.94	-	2.00	-	0.25	4.02	4.61	1.00	3.97	1.19	0.12	2.21	-	28.37	4
EASTERN CARVER	112	3.67	0.23	1.83	0.91	1.94	-	2.94	-	0.94	1.00	1.00	3.52	0.37	-	1.00	-	19.35	5
BELLE PLAINE	716	0.45	1.00	-	1.00	-	-	0.10	-	2.23	2.00	3.28	2.78	0.28	-	0.45	-	13.57	6
BLOOMINGTON	271	0.72	-	0.17	0.11	1.57	1.00	-	0.17	-	0.89	0.89	0.92	-	-	0.20	-	6.46	7
NEW PRAGUE	721	-	1.00	0.23	-	1.00	-	-	-	0.68	-	0.96	-	-	-	1.00	-	4.87	8
EDEN PRAIRIE	272	1.17	-	-	1.92	1.00	0.17	-	-	0.03	0.03	-	-	-	-	-	-	4.32	9
MINNEAPOLIS	1	-	0.20	0.23	1.06	-	-	1.24	-	1.00	-	-	-	-	-	0.23	-	3.96	10
FARMINGTON	192	-	-	-	-	1.00	-	-	1.00	-	0.55	0.45	-	-	-	-	-	3.00	11
ST. PAUL	625	-	-	-	1.00	-	-	-	1.00	-	-	-	0.88	-	-	-	-	2.88	12
ROBBINSDALE	281	-	-	1.21	-	1.00	-	0.06	-	-	-	-	-	-	-	-	-	2.27	13
ST. LOUIS PARK	283	-	-	-	-	-	-	-	1.00	-	-	-	1.12	-	-	-	-	2.12	14
WATERTOWN-MAYER	111	-	-	-	-	-	-	-	-	-	1.00	-	-	-	-	1.00	-	2.00	15
LE SUEUR-HENDERSON	2,397	-	-	-	-	-	-	-	-	1.00	1.00	-	-	-	-	-	-	2.00	16
ROSEMOUNT-APPLE VALLEY-EAGAN	196	-	0.16	-	0.16	0.16	-	-	0.49	-	0.07	-	-	-	-	0.16	-	1.20	17
MINNETONKA	276	-	-	-	0.48	-	-	-	-	-	-	-	0.63	-	-	-	-	1.11	18
CENTRAL	108	-	-	-	-	-	-	-	-	-	-	-	-	0.41	-	0.69	-	1.10	19
WEST ST. PAUL-MENDOTA HTS.-EAGA	197	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.00	-	1.00	20
BROOKLYN CENTER	286	-	-	-	-	-	-	-	-	-	1.00	-	-	-	-	-	-	1.00	21
ROCHESTER	535	-	-	-	-	-	-	1.00	-	-	-	-	-	-	-	-	-	1.00	22
SOUTH WASHINGTON COUNTY	833	-	-	-	-	-	-	-	-	-	-	1.00	-	-	-	-	-	1.00	23
BUFFALO-HANOVER-MONTROSE	877	-	-	-	-	0.60	0.35	-	-	-	-	-	-	-	-	-	-	0.95	24
TRI-CITY UNITED	2,905	-	-	-	-	-	-	-	-	-	0.76	-	-	-	-	-	-	0.76	25
CHISAGO LAKES	2,144	-	-	-	-	-	-	-	0.30	-	-	-	0.38	-	-	-	-	0.68	26
MAPLE LAKE	881	-	-	-	-	0.65	-	-	-	-	-	-	-	-	-	-	-	0.65	27
CENTENNIAL	12	-	-	-	-	0.31	-	0.31	-	-	-	-	-	-	-	-	-	0.62	28
NORTH ST PAUL-MAPLEWOOD OAKD.	622	-	0.29	-	0.29	-	-	-	-	-	-	-	-	-	-	-	-	0.58	29
WESTONKA	277	-	-	-	-	-	-	-	-	-	-	0.56	-	-	-	-	-	0.56	30
DULUTH	709	-	-	-	-	-	-	-	-	-	-	0.52	-	-	-	-	-	0.52	31
LAKEVILLE	194	-	-	-	-	-	-	-	-	-	-	-	-	0.28	-	-	-	0.28	32
HOPKINS	270	0.08	-	-	0.19	-	-	-	-	-	-	-	-	-	-	-	-	0.27	33
GLENCOE-SILVER LAKE	2,859	0.07	-	-	-	-	-	-	-	-	-	-	-	-	-	0.70	-	0.14	34
SOUTH ST. PAUL	6	-	0.12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.12	35
ANOKA-HENNEPIN	11	-	-	-	-	-	-	-	-	-	-	-	0.07	-	-	-	-	0.07	36

Ten Year Trend in Resident Attendance of Neighboring School Districts

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
To:	Eden Prairie	58	61	72	72	68	76	97	117	107	116
From:	Eden Prairie	8	3	1	1	1	1	2	3	4	4
	Net Difference	(50)	(58)	(71)	(71)	(67)	(75)	(94)	(115)	(102)	(111)
To:	Eastern Carver County	18	28	31	36	33	41	37	44	41	52
From:	Eastern Carver County	10	13	14	16	11	7	21	15	16	19
	Net Difference	(8)	(15)	(17)	(20)	(22)	(33)	(17)	(29)	(25)	(33)
To:	Jordan	12	13	18	17	17	20	17	20	18	18
From:	Jordan	30	32	32	31	23	16	23	22	26	28
	Net Difference	18	20	15	14	6	(4)	6	2	8	10
To:	Prior Lake Savage	131	141	166	166	181	205	263	296	285	321
From:	Prior Lake Savage	47	34	39	45	48	40	45	46	51	62
	Net Difference	(85)	(107)	(127)	(120)	(133)	(166)	(218)	(250)	(234)	(259)
To:	Burnsville Eagan Savage	37	37	45	54	45	63	60	52	41	37
From:	Burnsville Eagan Savage	25	25	26	20	21	26	18	22	22	35
	Net Difference	(11)	(12)	(19)	(34)	(23)	(37)	(42)	(30)	(19)	(2)

Appendix G

District #720 Comparative Data with Neighboring Districts

	2016-17 PreK - 12 Enrollment	Rank	Options In	Options In % of Enrollment	Rank	Options Out	Options Out % of Enrollment	Rank	Options Variance	Variance in Options as % of Enrollment	Rank	Charter Out	Charter Out % of Enrollment	Rank	Capture Rate - Residents Served	Rank						
Shakopee	8,223	(5)	201	2.5%	(6)	711	8.7%	(5)	-510	-6.2%	(3)	387	4.7%	(3)	87.1%	(2)						
Prior Lake Savage	8,386	(4)	1,032	12.3%	(1)	338	4.0%	(6)	693	8.3%	(6)	384	4.6%	(4)	90.6%	(1)						
Eden Prairie	8,936	(3)	747	8.4%	(3)	808	9.0%	(4)	-61	-0.7%	(4)	537	6.0%	(1)	85.0%	(5)						
Burnsville Eagan Savag	9,109	(2)	570	6.3%	(4)	1,901	20.9%	(1)	-1,331	-14.6%	(1)	269	3.0%	(5)	79.0%	(6)						
Eastern Carver County	9,513	(1)	328	3.5%	(5)	1,084	11.4%	(3)	-756	-7.9%	(2)	456	4.8%	(2)	85.0%	(4)						
Jordan	1,806	(6)	161	8.9%	(2)	211	11.7%	(2)	-49	-2.7%	(5)	25	1.4%	(6)	86.5%	(3)						
	45,972		3,040			5,053			-335			2,057										
Averages of Percentages Calculated				7.0%			10.9%			-4.0%			4.1%		85.5%							
				Free & Reduced	Rank					ELL	Rank				Students of Color	Rank				Mobility Index	Rank	
Shakopee				35.1%	(2)					10.8%	(2)				41.2%	(2)					8.4%	(5)
Prior Lake Savage				11.8%	(6)					2.1%	(6)				17.5%	(5)					8.9%	(3)
Eden Prairie				21.1%	(4)					7.2%	(3)				39.3%	(3)					8.7%	(4)
Burnsville Eagan Savage				50.6%	(1)					15.5%	(1)				56.8%	(1)					14.6%	(2)
Eastern Carver County				18.1%	(5)					3.9%	(4)				22.1%	(4)					7.9%	(6)
Jordan				27.7%	(3)					3.8%	(5)				17.3%	(6)					14.8%	(1)
Averages of Percentages Calculated				27.4%						7.2%					32.4%						10.5%	

Interviews

Jenn Brewington, City of Shakopee, Economic Development Specialist

Brad Davis, Scott County, Planning Manager

Michael Kerski, City of Shakopee, Director of Planning and Development

Brad Larson, City of Savage, City Administrator

Casey McCabe, City of Prior Lake, Community Development Director

Tony Monsour, Scott County, Principal GIS Analyst

Julie Moran, Shakopee Area Catholic School, Principal

Dave Orłowsky, Shakopee Public Schools, Data and Testing Administrator

Jeff Priess, Shakopee Public Schools, Director of Finance and Operations

Hillary Slama, Engel & Völkers, Real Estate Advisor

Patrick Thorsell, Scott County, GIS Analyst

Bryan Tucker, City of Savage, Planning Division Manager

Eric Weiss, City of Shakopee, Long Range Senior Planner

Shakopee

Census Geographic Report

This Basic Data Demographic Report analyzes the census data within a described boundary. The Report can be prepared for a Municipality or for a School District. The geographic boundary of a school district is entered into the file and all of the Census Data is calculated for planning purposes

The Report includes:

- (A)** A Map of the Geographic Area being examined.
- (B)** The Population for 2010, Estimates for 2017, Projections for 2022
 - a. *By Age*
 - b. *By Gender*
 - c. *By Race*
 - d. *By Ethnicity*
- (C)** Household Trends with Estimates for 2017 and Projections for 2022
 - a. *Households by Age of Householders*
 - b. *Households by Income*
 - c. *Median, Average and Per Capita Income*
 - d. *Number of Households by Size*
 - e. *Vehicles Available in Households*
 - f. *Renter Households by Vehicles Available*
 - g. *Changing Population by Labor Force*
- (D)** Educational Attainment in the Area
 - a. *Highest Education Level Achieved*
- E.** Demographic Trends 1980-2022



Data is provided through Applied Geographic Solutions, Inc. (AGS) a supplier of premium quality demographic and marketing databases, and was established in 1996. The sources for the data include Census data from 1980 through the 2010 Census data, Experian household level databases, Bureau of Labor Statistics, and

Contact Ann Thomas, SchoolFinances.Com 612-598-0930 for more information

2017 Census Geographic Report

Prepared for: **Shakopee** # **720**

Information presented in this report:

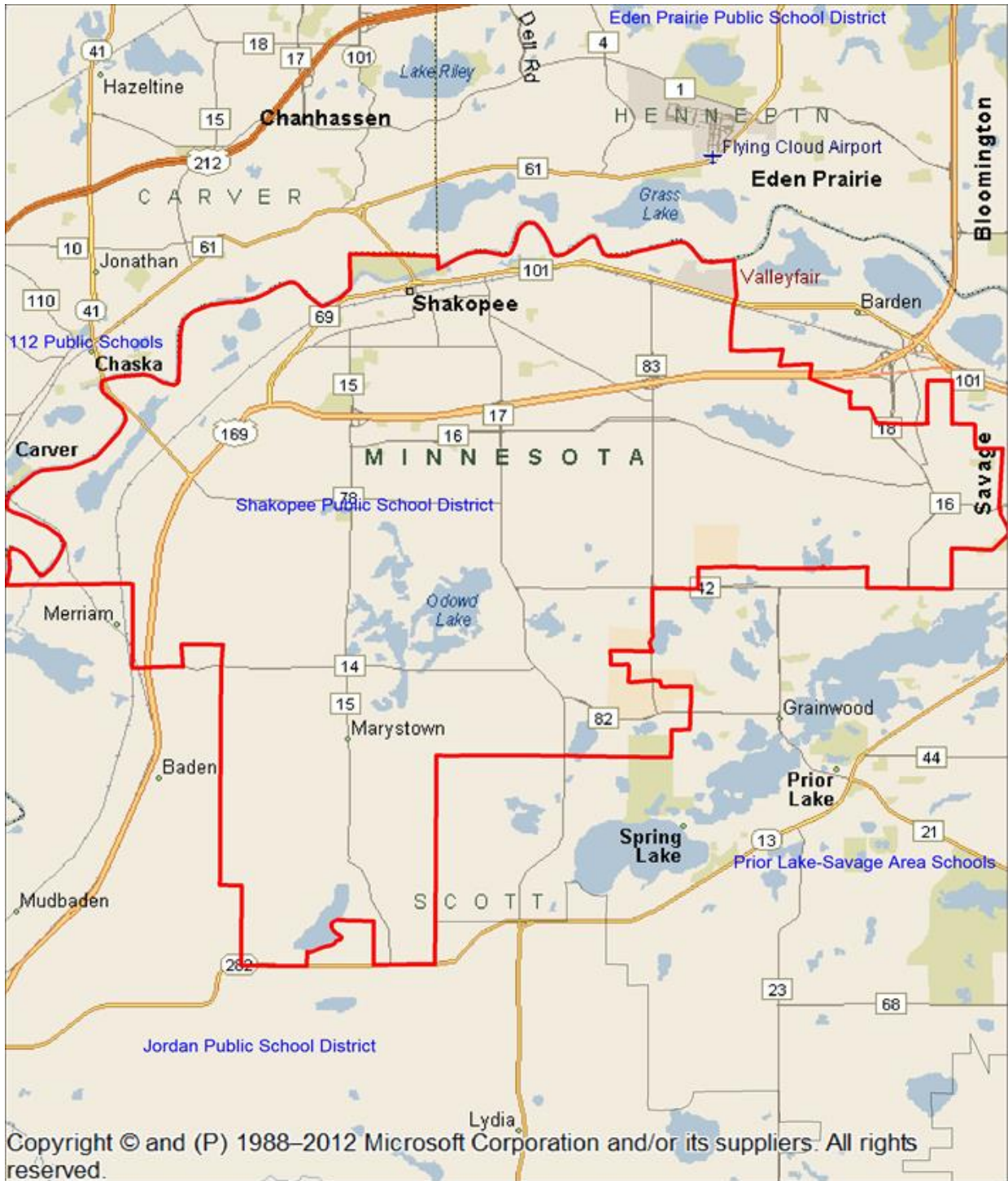
- Map of geographic Area for Schools Districts
- Population by age, gender, race and ethnicity
- Household Graphs - number of households, age of householders, households by income and size
- Housing & Vehicle Graphs - households by owner, renter, number of vehicles
- Education - educational attainment of population
- Demographic Trends 1990-2021 Population, Median Age, Number of Households, Average and Median Income Levels

Data is provided through Applied Geographic Solutions, Inc. (AGS) a supplier of premium quality demographic and marketing databases, and was established in 1996. The sources for the data include Census data from 1990 through the 2010 Census data, Experian household level databases, Bureau of Labor Statistics, Medicare eligible population counts at the ZIP code level and foreclosure estimates from the Department of Housing and Urban Development.

	Actual						Estimate	Projection			
	1990		2000		2010		2017	2022			
POPULATION	14,587		24,695		42,411		47,768		51,195		
Annual Change		1011		1772		893		685			
MEDIAN AGE	30		31.6		32.8		34.2		34.8		
HOUSEHOLDS	5,075		8,840		14,429		15,372		16,593		
Annual Change		377		559		157		244			
AVERAGE HOUSEHOLD INCOME			\$68,902		\$87,454		\$111,143		\$128,837		
Annual Change						\$7,040		\$3,539			
MEDIAN HOUSEHOLD INCOME			\$59,741		\$75,449		\$91,960		\$107,739		
Annual Change						\$5,370		\$3,156			

Shakopee

720

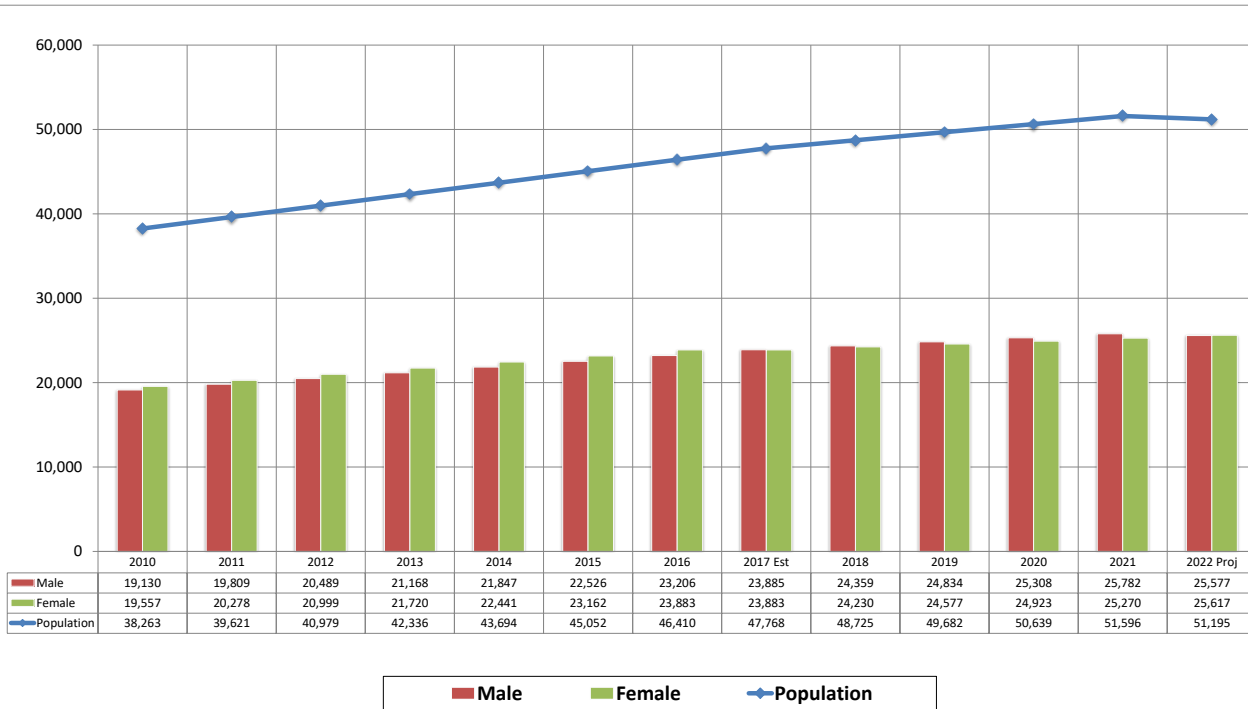


Shakopee

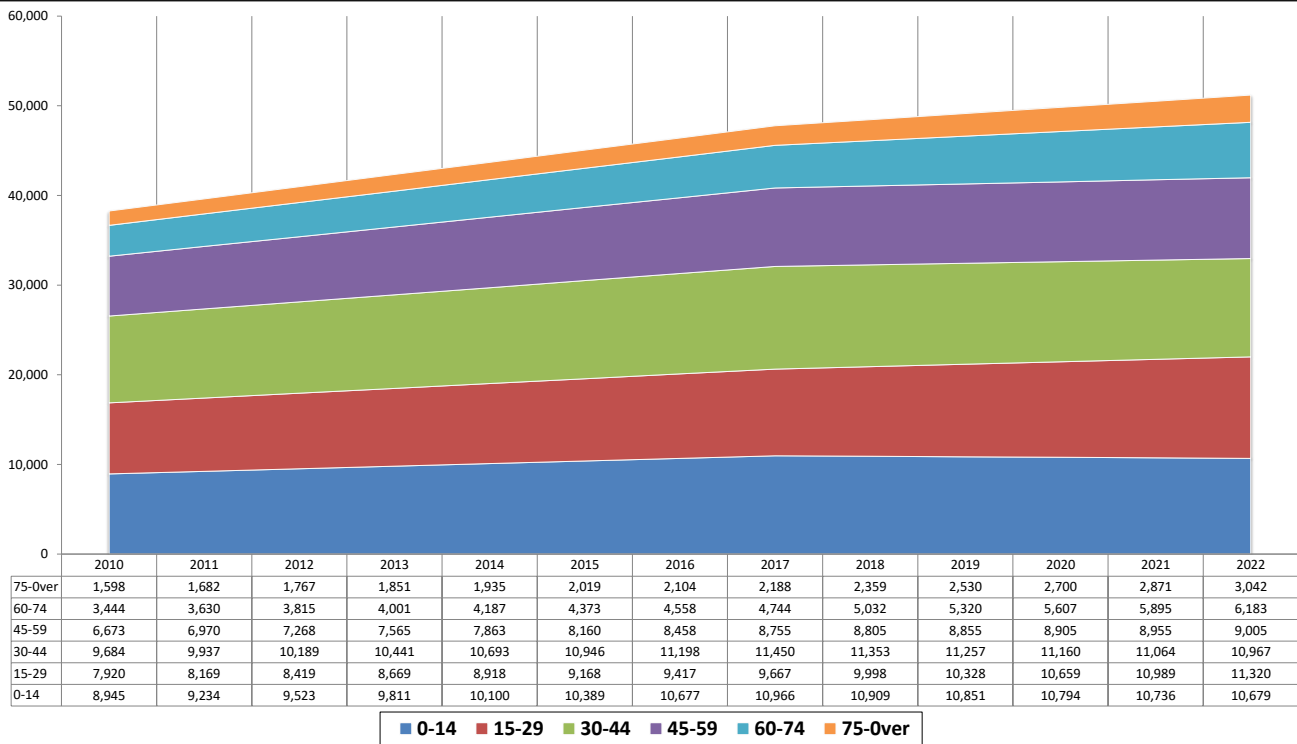
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Population by Gender for the Shakopee School District #720

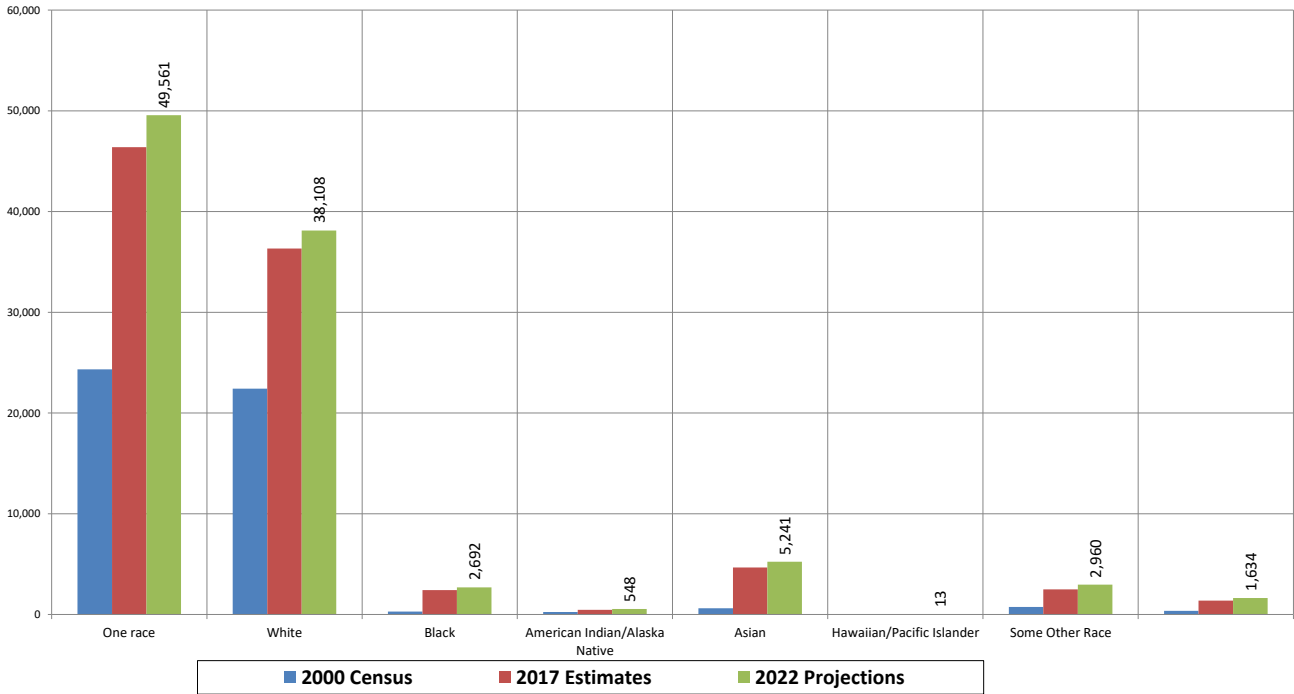
2010 Census Data, Estimates for 2017 and Projections for 2022



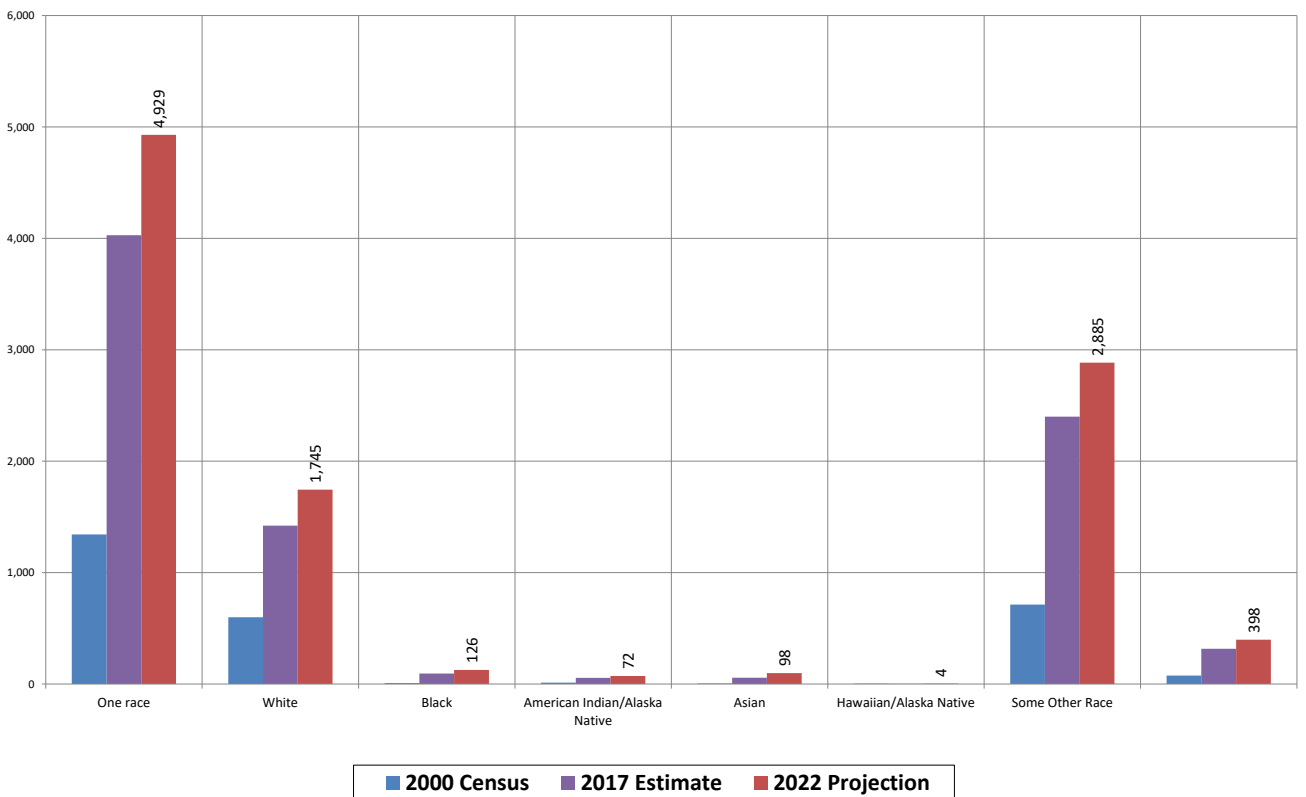
Population by Age Grouping for the Shakopee School District #720



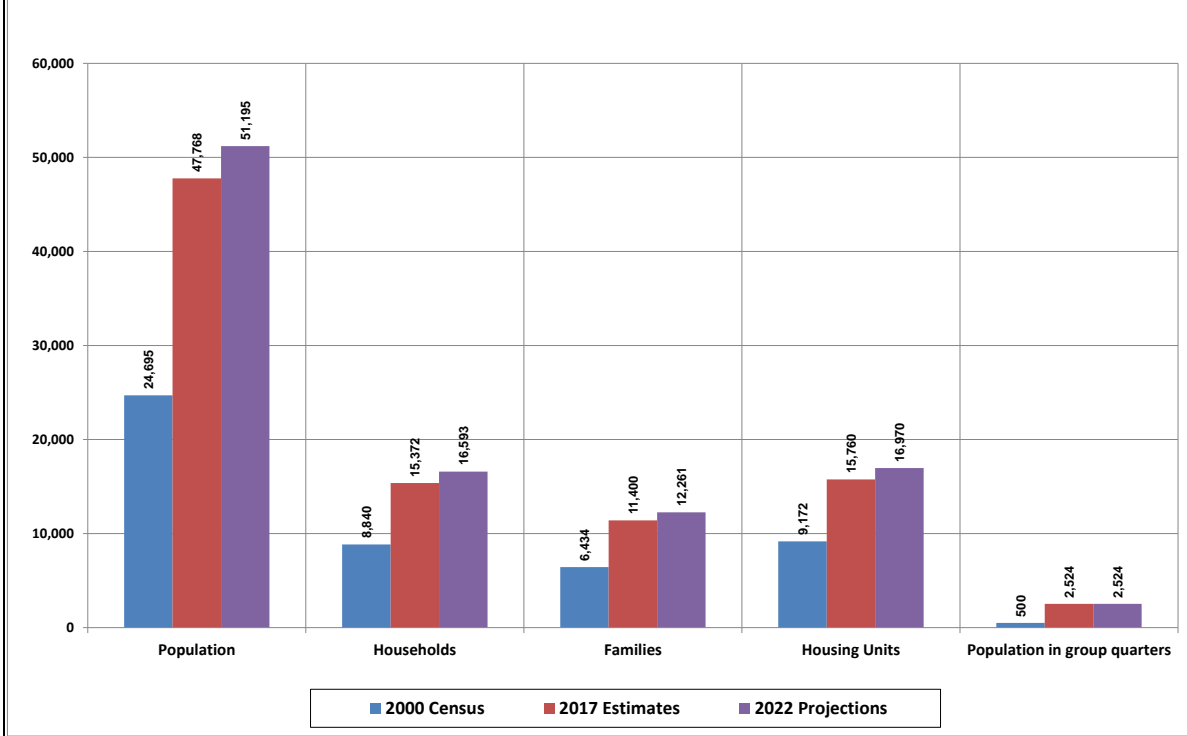
Population by Race for the Shakopee School District #720



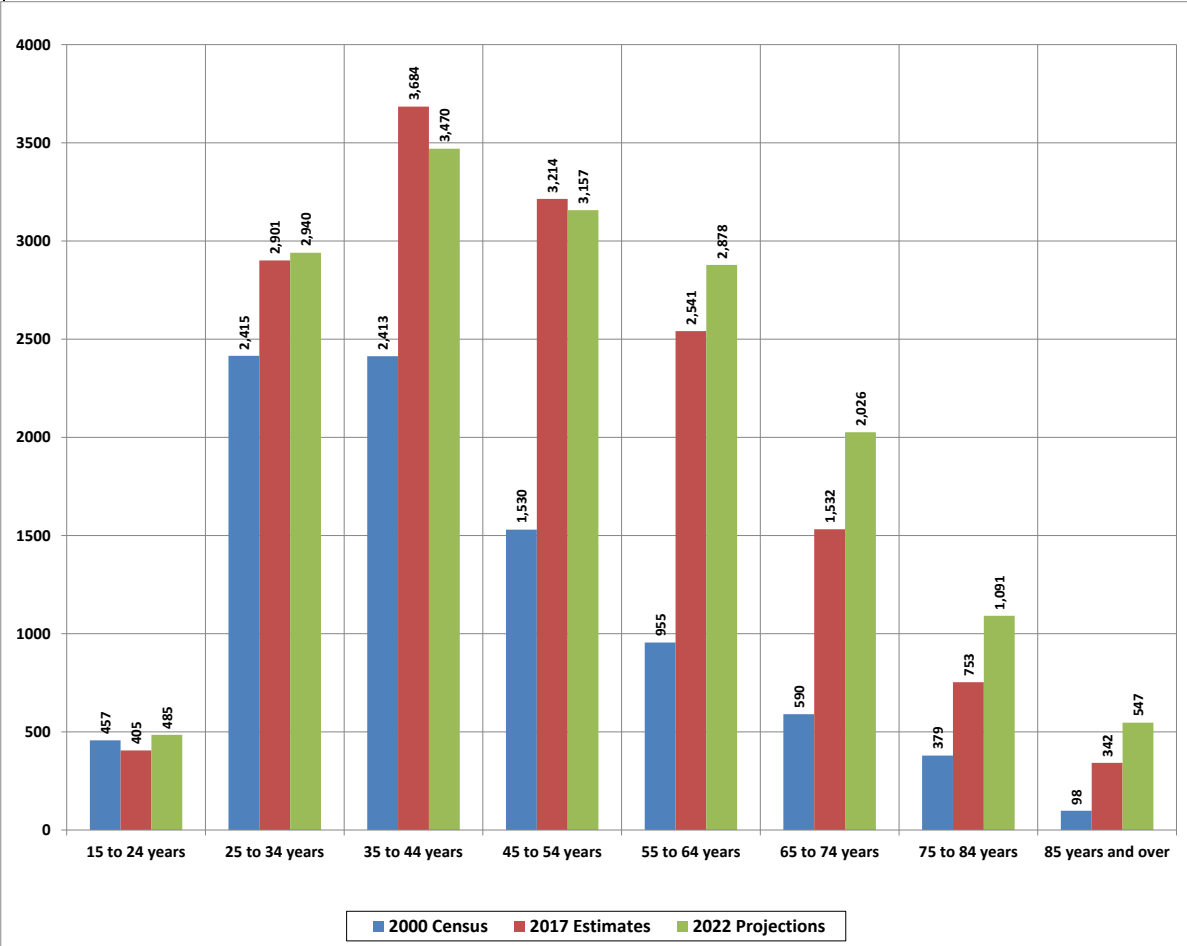
Population by Hispanic or Latino Origin for Shakopee #720



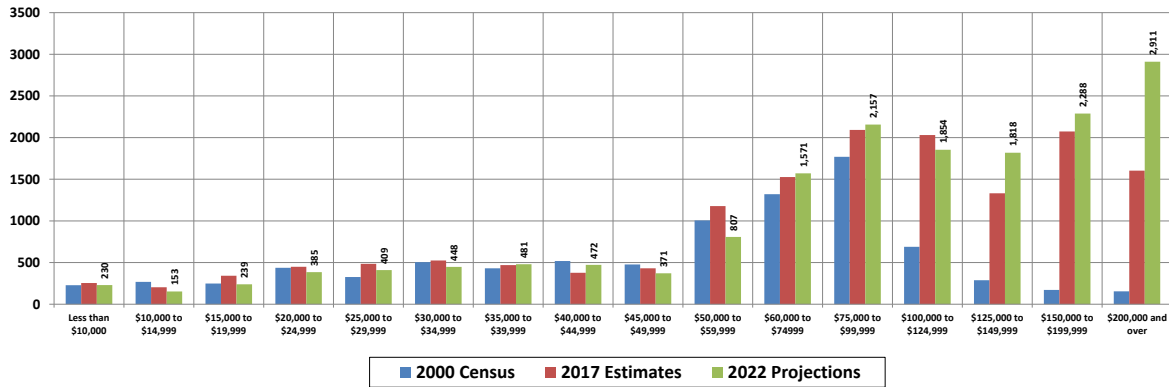
Household Trends for Shakopee School District #720



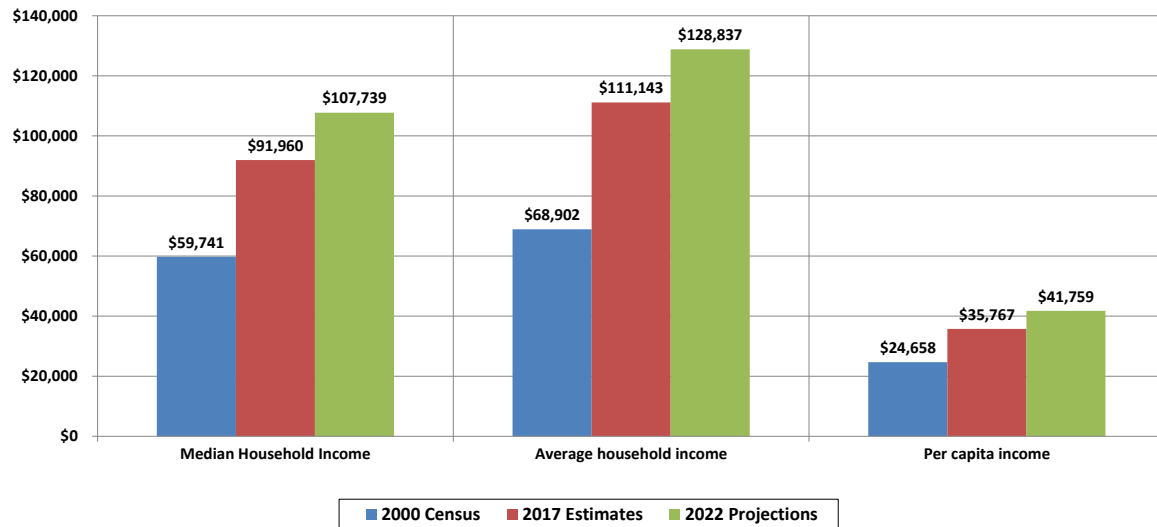
Households by AGE of Householder for the Shakopee School District #720



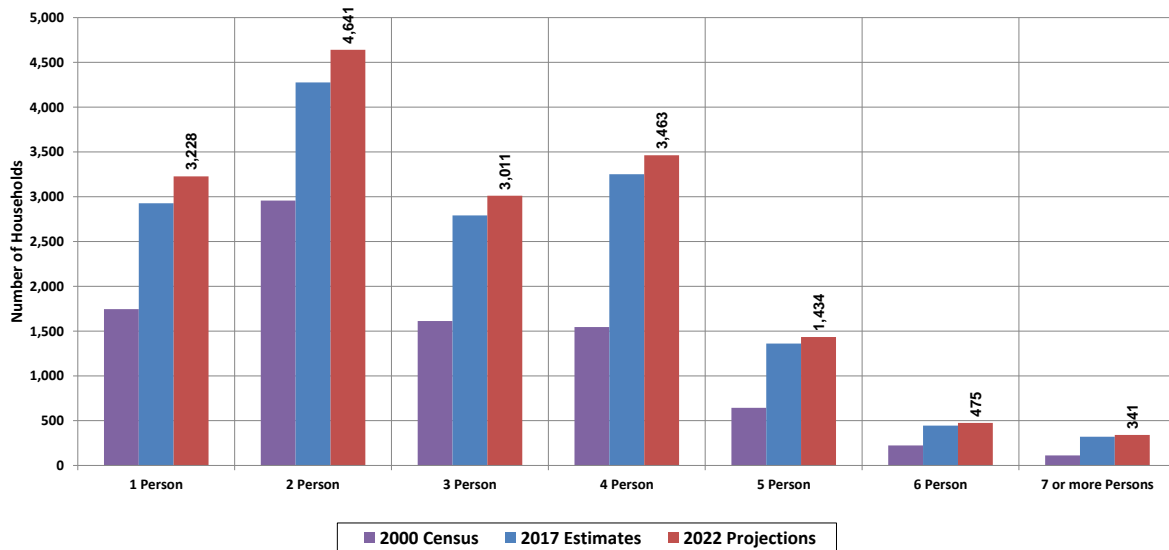
Households by INCOME of Householder for the School District # 720



Median, Average, and Per Capita income by Household for the Shakopee School District # 720



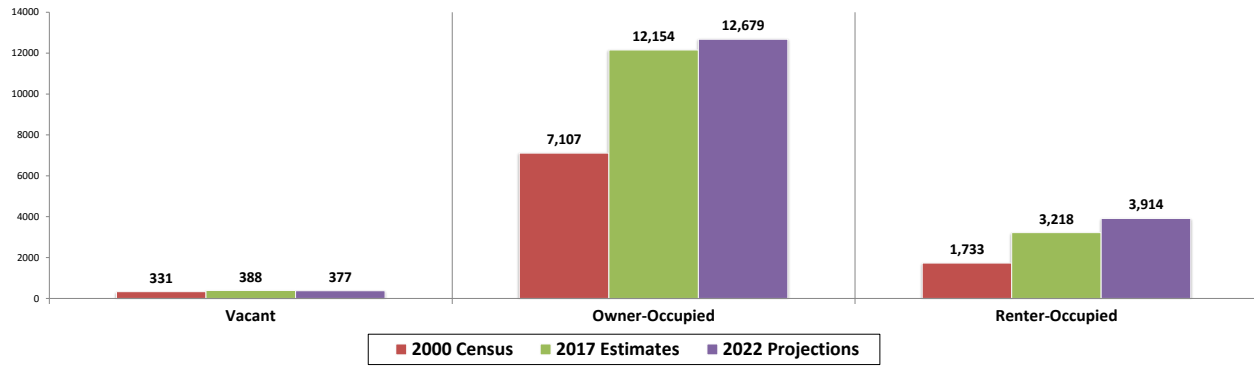
Number of Households by Size of Household for the Shakopee School District # 720



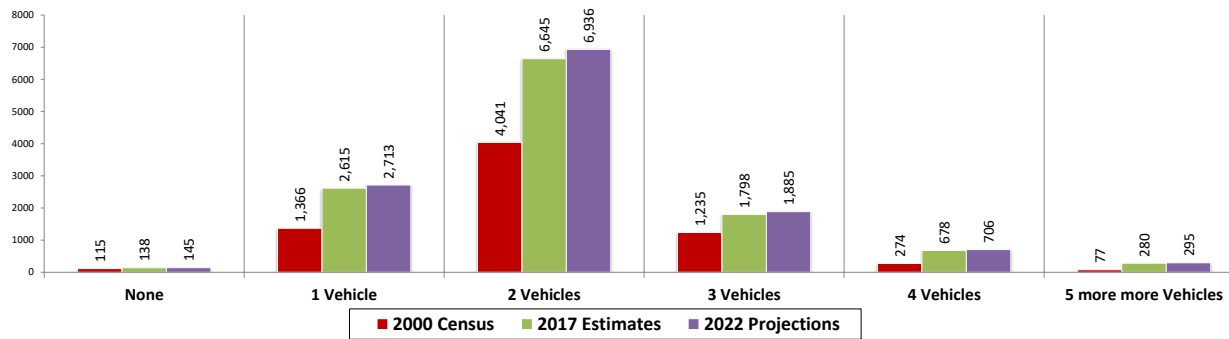
Shakopee

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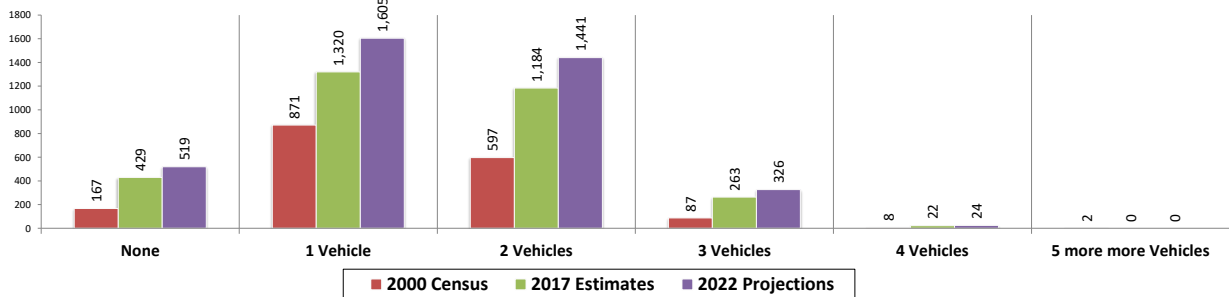
Number of Household Units by Occupancy Status for the Shakopee School District #720



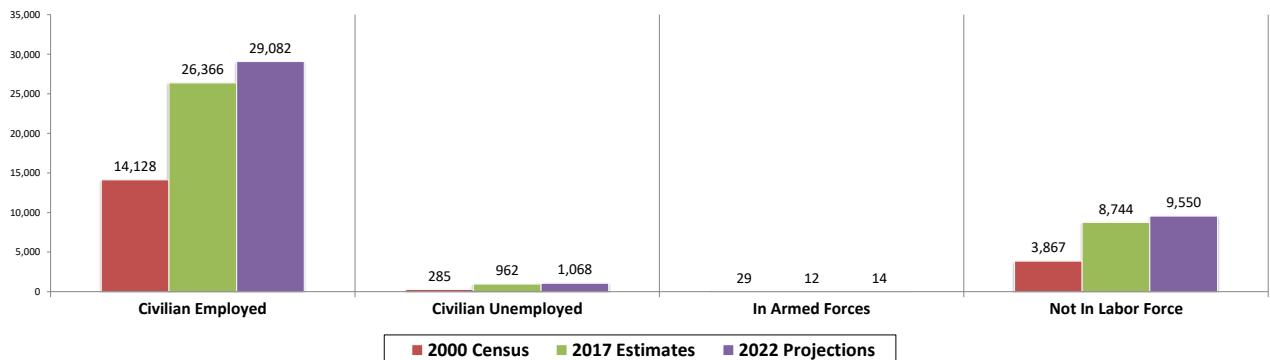
Owner Households by Vehicles Available for the Shakopee School District #720



Renter Households by Vehicles Available for the Shakopee School District #720



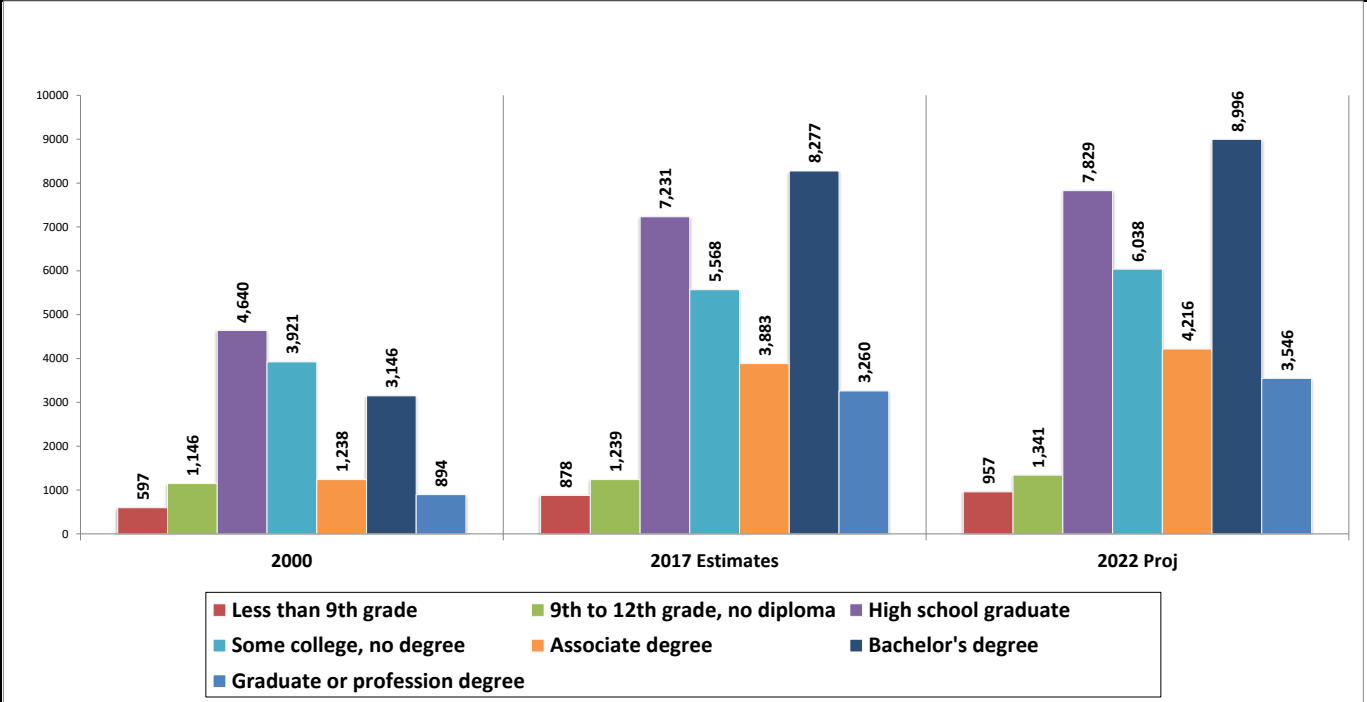
Changing Population by Labor Force in the Shakopee School District #720



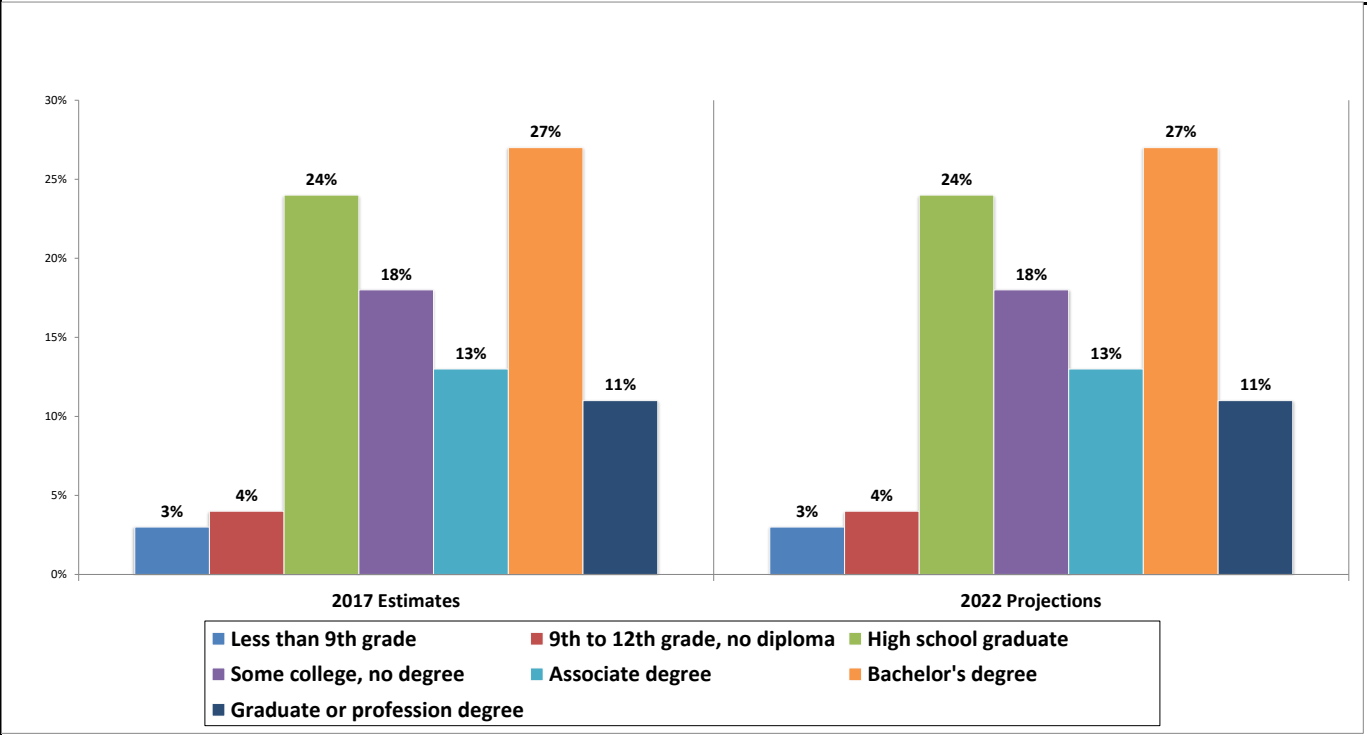
Shakopee

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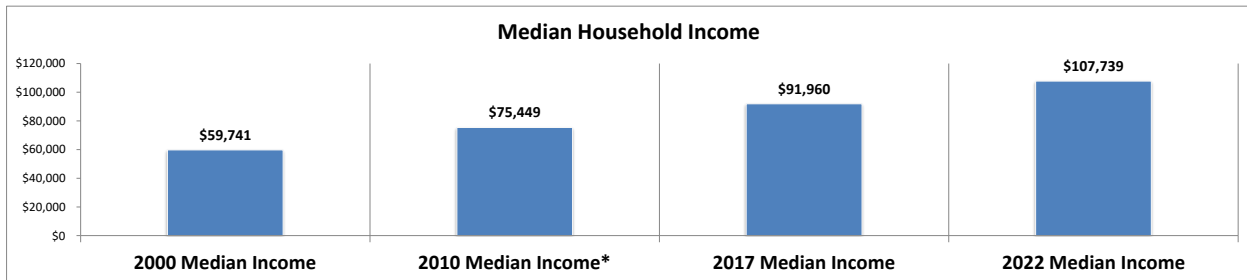
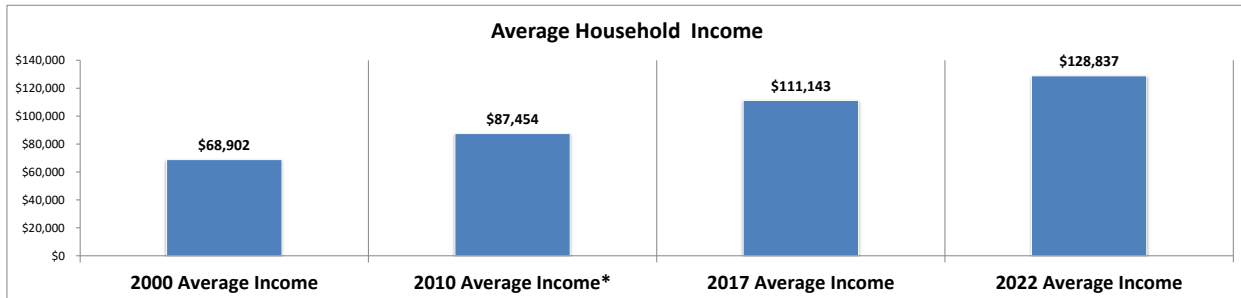
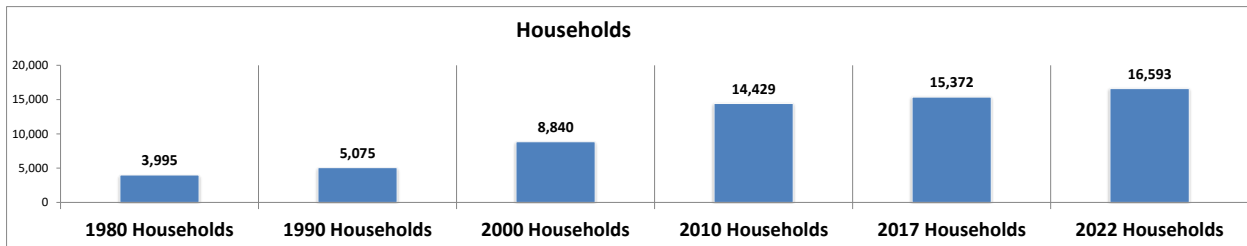
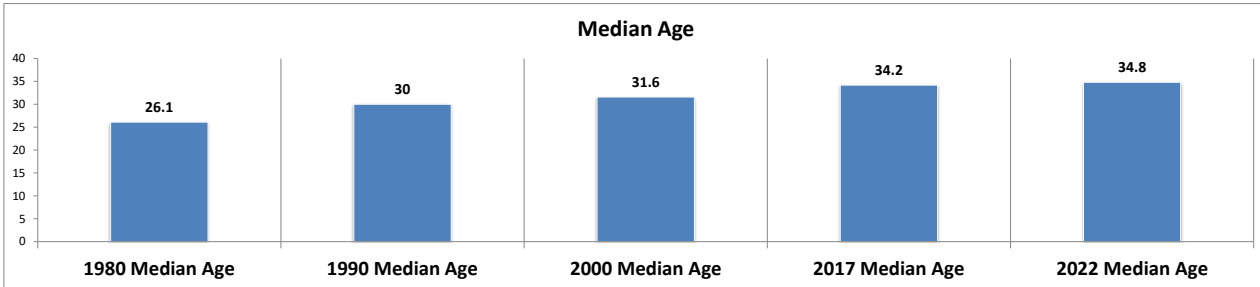
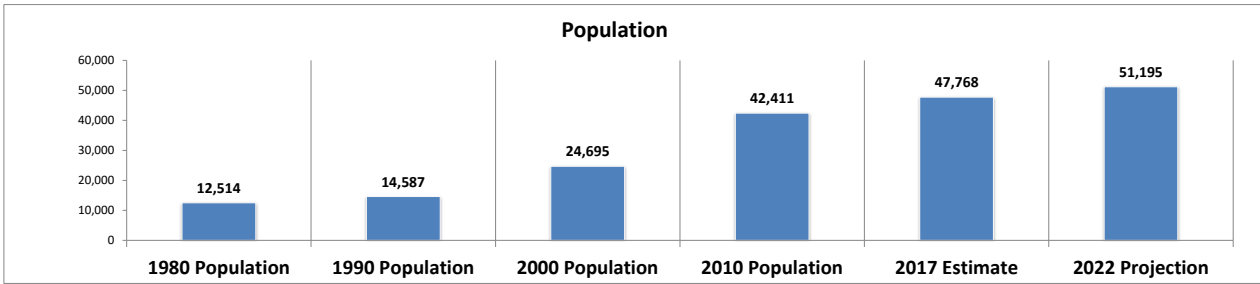
Educational Attainment by Population in the Shakopee School District #720



Educational Attainment by Percent of Population in the Shakopee School District #720



Demographic Trends 1980-2022



*2010 Income values are from the 2006-2010 American Community Survey

SHAKOPEE PUBLIC SCHOOLS

District #720

HOUSING STUDY

July 2018



Ann Thomas, M.A.

Jim Sheehan, Ed.D.

Todd Netzke, CPA

Introduction

Prior to open enrollment options and charter schools in Minnesota, school district enrollment could be viewed in a ratio format that used the number of children living in different types of homes. As home construction occurred, school leaders could develop enrollment projections based on when the new properties would be completed and occupied. The increases in open enrollment options and charter schools made this method less reliable.

A housing study can provide answers to questions about the number and types of homes in the community, the age of the housing stock and the number of home sales in recent years. The value in looking at community growth and housing development is to determine how trends may change.

Many of the tables and graphs in this report describe the areas of the Shakopee school district and how it is organized into elementary and middle school attendance areas. Future areas of community growth will require changing school attendance areas to balance school enrollment with school capacities. This report should give the district a good indication of where planned developments will occur.

Data Sources:

Scott County Planning and Zoning staff working with the county's geographic information system (GIS) provided the data to analyze all residential properties within the district. Patrick Thorsell and Brad Davis were invaluable in the development of this data.

The county's GIS system uses data from the county assessor's office that details every property address in the school district. The property information includes Estimated Market Value, Home Description, Architecture, Home Type, Year Built and Last Sale Date.

District #720 provided the resident student addresses for the five elementary and three secondary schools. This data was merged with the GIS system data to match student addresses with addresses in the county database. The match rate for this data was 96 to 99 percent. Reasons for less than a 100 percent match are address misspellings in the student data, possible missing addresses in the county database, or mismatches between the two (i.e., 150 1st West St vs. 150 West 1st St). Match rates above 95 percent are considered very good and provide a good picture of housing information.

The merged data allowed for analysis of residential homes within the Shakopee School District including the number and types of homes, the age and value of homes and the last property sale dates for the district in total and by elementary attendance area. This shows where students reside and in the type of homes in which they live. The graphs and tables presented in this report reflect this data.

To clarify some of the data: some of the tables and graphs presented in the report use the designation "Single family Homes." Single family homes in this reference means unattached homes, i.e., 1 ½ story, 1 ¼ story, 1 ¾ story, 1-2 story, 3-level split, 4 level split, split entry, split foyer, rambler, two story, dome, earth shell, earth berm and log. "Single family Attached" refers to condominiums, duplex/triplex, townhomes and twin homes.

Elementary Attendance Area Analysis

A. Single Family and Single Family Attached Homes

The Shakopee school district includes a variety of housing types: **single family detached** and **single family attached** as previously described.

Graph 1 and **Table 1** presents single family and single family attached homes by the elementary attendance areas of the district. The Sweeney attendance area has the largest number of single family homes in the district. The Red Oak attendance area has the largest number of single family attached homes.

Graph 1 - Residential Property Addresses by Elementary Attendance Area

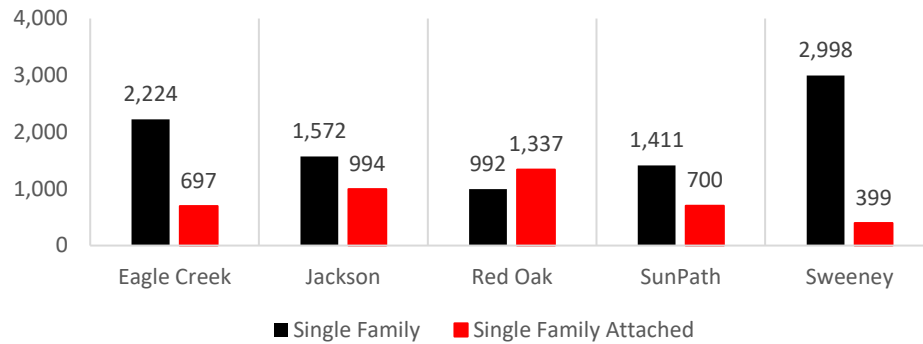


Table 1 - Residential Property Addresses by Attendance Area

	Single Family		SF Attached	
	Number	Percent	Number	Percent
Eagle Creek	2,224	24.2%	697	16.9%
Jackson	1,572	17.1%	994	24.1%
Red Oak	992	10.8%	1,337	32.4%
Sun Path	1,411	15.3%	700	17.0%
Sweeney	2,998	32.6%	399	9.7%
Total	9,197		4,127	

Data from Scott County Geographic Information System

B. Value and Age of Housing

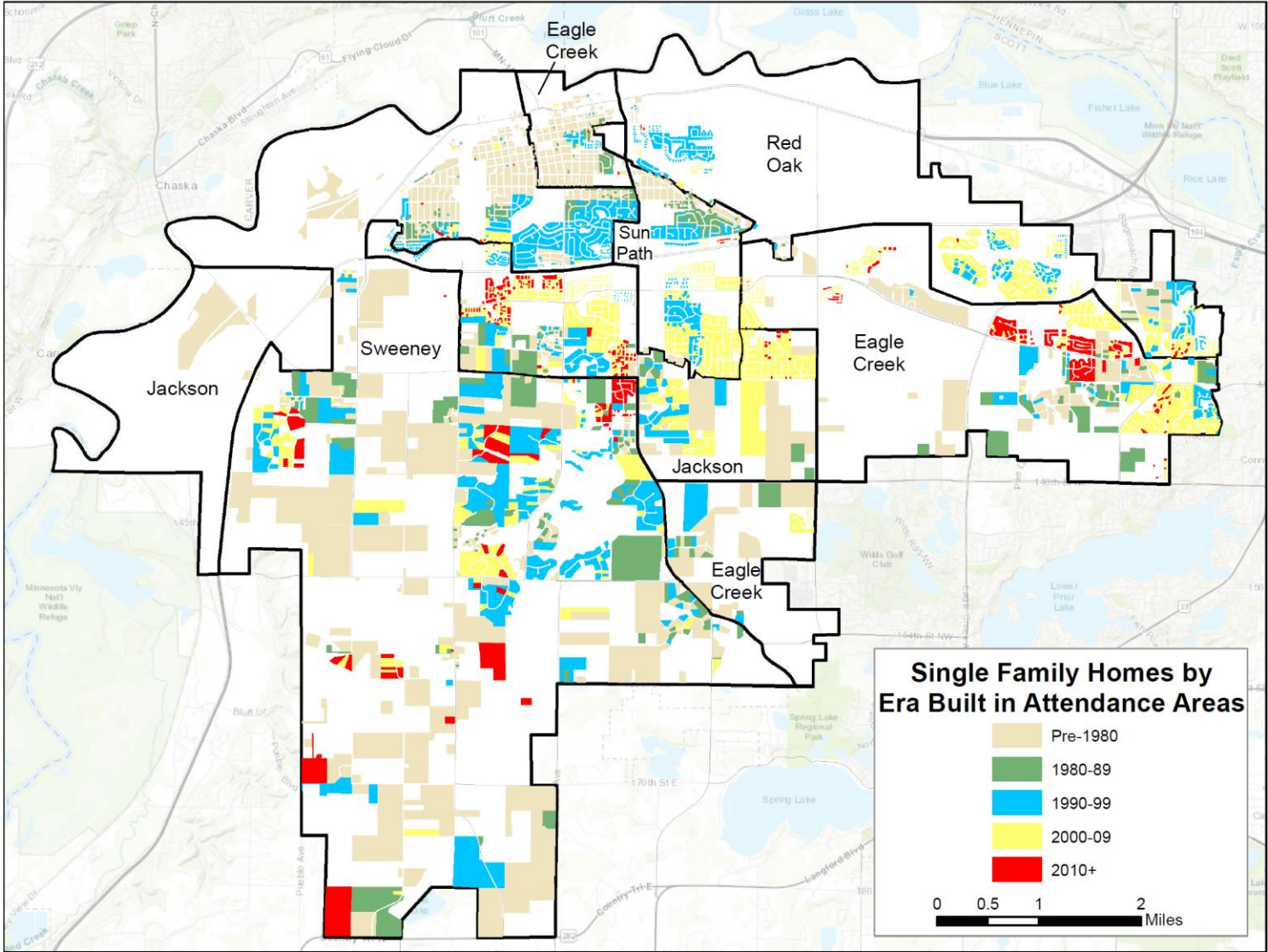
Table 2 presents the median home value and decade built for Single family Homes. This data indicates that the largest decade of home building occurred in the district between 2000 and 2009; during that time, the largest number of single family homes were built in the Jackson attendance area.

Table 2 - Median Value of Single Family Homes and Decade Built

Attendance Area	SF Homes	Median Value	Decade Built				
			Pre 1980	1980-89	1990-99	2000-09	After 2010
EagleCreek	2,224	\$301,500	798	97	120	911	298
Jackson	1,572	\$317,900	46	40	127	1,126	233
RedOak	992	\$310,450	41	7	405	529	10
SunPath	1,411	\$276,400	217	179	374	640	1
Sweeney	2,998	\$234,900	1,334	296	1,045	176	147
Total	9,197	\$301,500	2,436	619	2,071	3,382	689

Data from Scott County Geographic Information System

Single Family Homes and Decade Built



5

C. Sale of Single family Homes sold Jan 1, 2013-Dec 31, 2017

Table 3 presents the sales of single family homes and the number of homes built in the district from January 1, 2013 through December 31, 2017. The Sweeney attendance area which currently has 32.6% of the single-family homes in the district experienced the greatest number of single family home sales during this time. The Eagle Creek attendance area which has 24.2% of the homes in the district experienced the greatest number of homes built during this time.

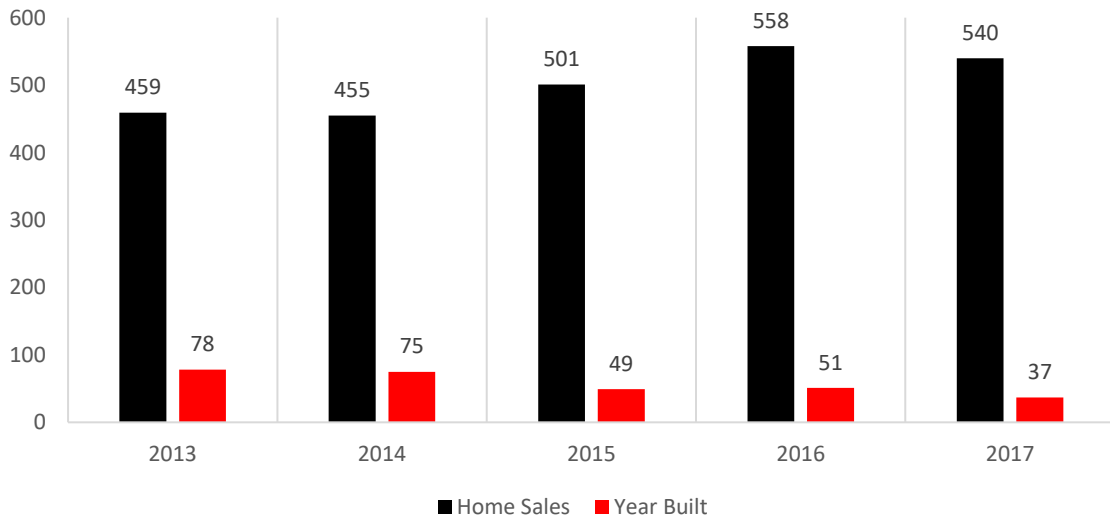
Table 3 -Sale of Single family homes sold Jan 1, 2013 through Dec 31, 2017

Attendance Area	Total SF Homes in District	% of All Homes	SF Home Sales	% of All Homes Sold	New Built Homes	% of New Homes Sold
EagleCreek	2,224	24.2%	680	27.1%	136	20.0%
Jackson	1,572	17.1%	443	17.6%	22	5.0%
RedOak	992	10.8%	241	9.6%	2	0.8%
SunPath	1,411	15.3%	359	14.3%	1	0.3%
Sweeney	2,998	32.6%	790	31.4%	129	16.3%
Total	9,197		2,513		290	

Scott County Geographic Information System

Graph 2 presents the comparison of home sales with homes built by year for 2013-2017.

Graph 2 - Sales of Single family Homes and New Construction Jan 1, 2013 through Dec 31, 2017



D. Single family Homes with Children and Registered Voters 55+

Table 4 presents the total of single family homes in each elementary attendance area, the number and percentage of homes with K-12 students and the number and percentage of homes with registered voters over the age of 55. This information can provide some perspective on the aging of the community. In many suburban areas of the Twin Cities, many residents choose to remain in their home following retirement. This may decrease the amount of home turnover to younger families with children. Additionally, this trend can be a factor in the passage of school district referendums.

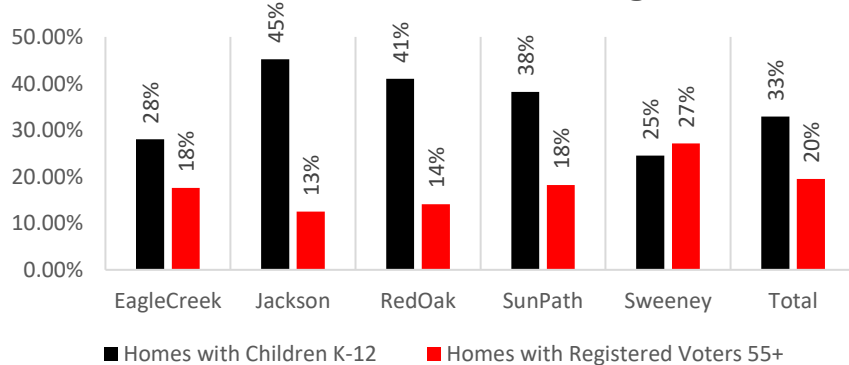
Table 4 - Single Family Homes with Enrolled K-12 Students and Registered Voters Age 55+

Attendance Area	Single Family Homes	SF Homes with K-12 Students	Percent	SF Homes with Voters 55+	Percent
Eagle Creek	2,224	633	28%	392	18%
Jackson	1,572	711	45%	196	12%
Red Oak	992	407	41%	140	14%
Sun Path	1,411	539	38%	257	18%
Sweeney	2,998	734	24%	811	27%
Total	9,197	3,024	33.0%	1,796	20.0%

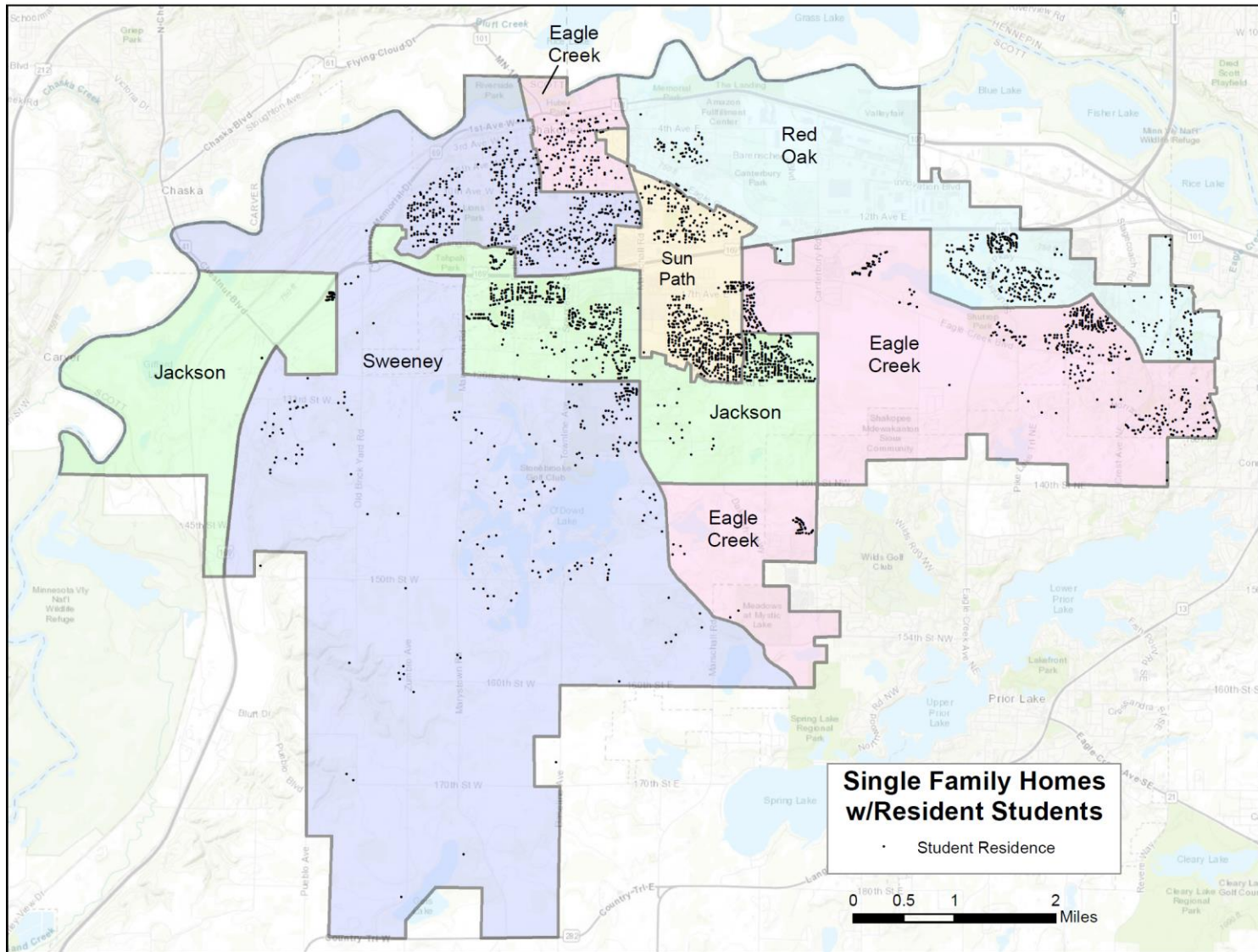
Data from Scott County Geographic Information System and District #720

Graph 3 presents the percentage of homes with children and homes with registered voters over the age of 55 by attendance area. In Shakopee, the percentage of single family homes with registered voters over the age of 55 is less than the percentage of single family homes with K-12 students.

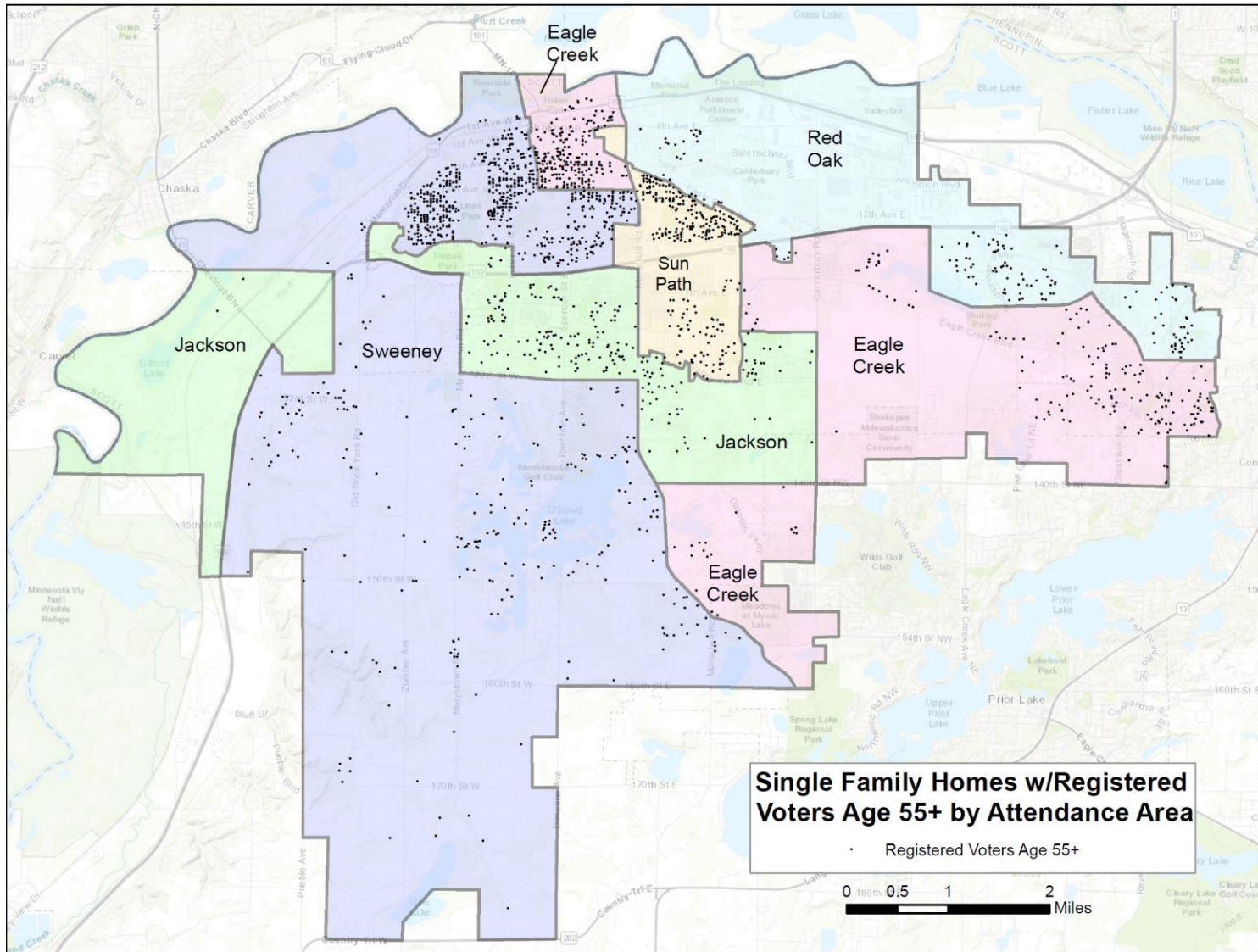
Graph 3 - Percentage of Single family Homes with K-12 Students and Voters Aged 55+



Single Family Homes with Resident Students



Single Family Homed with Voters 55+



6

E. Housing Type and the number and percent of Resident Enrolled K-12 Students

Table 5 presents the type of housing in which students live in the Shakopee district by elementary attendance areas. The largest percentage of students – 49%, live in single family homes, followed by 18% living in single family attached homes (townhomes, twin homes).

Attendance Area	Resident Enrolled K-12 Students	SF Homes Number/Percent	SF Attached Number/Percent	Apartments Number/Percent	Mobile Homes Number/Percent	Condo, DuTriplex Number/Percent	Reservation Number/Percent	No Address Match /Percent
Eagle Creek	1,654	1,147 / 69%	280 / 17%	130 / 8%	0 / 0%	0 / 0%	0 / 0%	89 / 5%
Jackson	1,662	1,245 / 75%	330 / 20%	22 / 1%	56 / 3%	0 / 0%	0 / 0%	9 / 1%
Red Oak	1,426	711 / 50%	396 / 28%	176 / 12%	9 / 1%	0 / 0%	0 / 0%	134 / 9%
Sun Path	1,386	966 / 70%	271 / 20%	139 / 10%	0 / 0%	0 / 0%	0 / 0%	10 / 1%
Sweeney	1,463	1,196 / 82%	90 / 6%	20 / 1%	76 / 5%	7 / .005%	0 / 0%	74 / 5%
Totals*	7,591	5,265 / 69%	1,367 / 18%	487 / 6%	141 / 2%	7 / 0.1%	8 / 0%	361 / 4%

**does not include 33 addresses marked as resident that are out of district addresses*

F. New Housing Projections

Interviews with the staff of the cities of Shakopee, Prior Lake and Scott County provided information about planned housing development within the district. **Table 6** presents the proposed new home construction in the district by elementary attendance area by housing type.

Table 6 - Projections of New Home Construction by Type

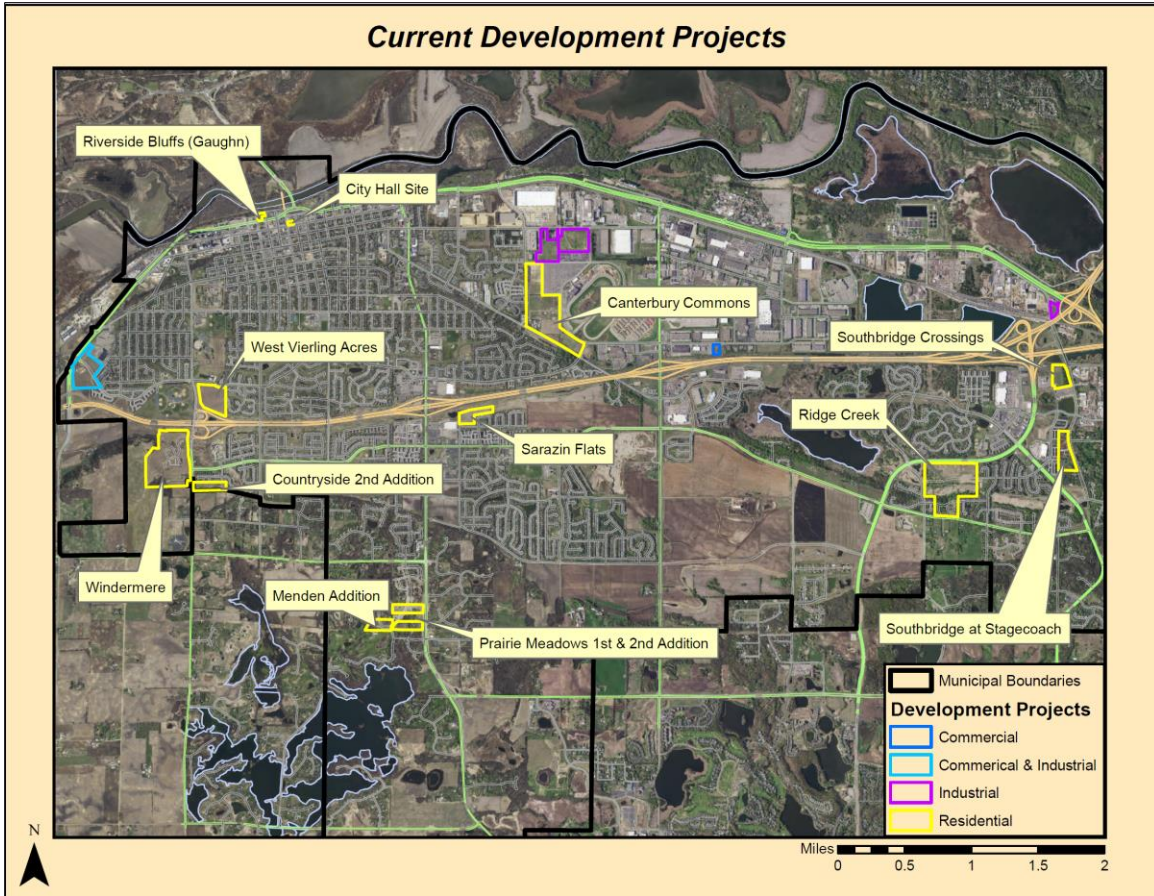
Attendance Area	Single Family	Single Family	
		Attached	Apartments
Eagle Creek	222	202	82
Jackson	147	42	133
Red Oak	59	0	904
Sun Path	0	0	105
Sweeney	62	0	185
Total	490	244	1,409

Table 7 presents an ***estimated timeline*** for single family home construction in the district. These estimates were made using 20% of total proposed homes over a 5-year period. These estimates are dependent upon home sales and construction completion.

Table 7 - ESTIMATED Build out of Single Family Homes

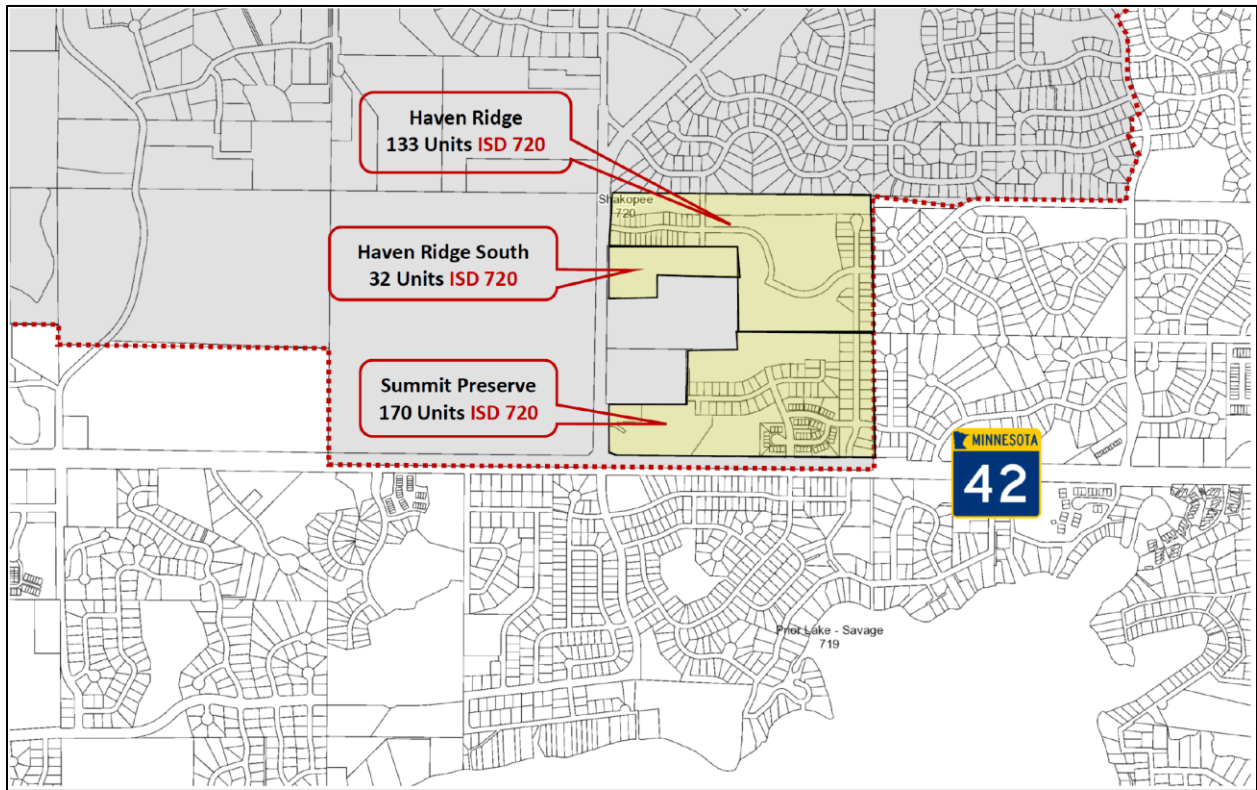
Attendance Area	2018	2019	2020	2021	2022
Eagle Creek	46	44	44	44	44
Jackson	15	33	33	33	33
Red Oak	0	0	20	20	19
Sun Path	0	0	0	0	0
Sweeney	31	31	0	0	0
Total	92	108	97	97	96

1. Proposed Housing Development in Shakopee



	SF	Twin/ Townhome	MultiFamily
Countryside 2nd Addition	31		
Menden Addition	11		
Prairie Meadows 1st Addition	27		
Prairie Meadows 2nd Addition	24		
Ridge Creek	89		
Stagecoach at Southbridge	59		
Windemere	116	42	
Canterbury Commons			598
City Hall Site			82
Riverside Bluffs (Gaughn)			125
Sarazin Flats			105
Southbridge Crossing			306
West Vierling Acres			133
Willows at Windemere			60
Total	357	42	1409

2. Proposed Housing Development in Prior Lake



	SF	Town/ Twinhome
Haven Ridge - 1st Addition	33	100
Haven Ridge South		32
Summit Preserve	100	70
Total	133	202

G. Students in Single family Homes by Decade Built

Table 8 presents the total students living in single family homes in the district by the age of the home/decade built. Homes built between 2000-09 have the highest density of students per home.

Table 8 - K-12 Student Density of Single Family Homes by Decade Built

Decade Built	Single family	All students in SF Homes	K-12 Student Per Home
2010+	689	468	0.68
2000-2009	3,382	2,669	0.79
1990-1999	2,071	1,084	0.52
1980-1989	619	193	0.31
Pre 1980	2,436	851	0.35
Total	9,197	5,265	0.57

Data from Scott County Geographic Information System, District #720 Student Data

H. Students in Single family Homes by Home Value

Table 9 presents the total students in single family homes by home value. The homes values between \$200,000-\$299,999 have the highest number of students per home, the home values \$300,000-\$399,999 have the highest density of students per home.

Table 9 - K-12 Student Density of Single Family Homes by Value

Value Class	Single family	All students in SF Homes	K-12 Student Per Home
\$400,000 +	1,104	744	0.67
\$300,000-\$399,999	2,715	1,985	0.73
\$200,000-\$299,999	4,086	2,144	0.52
\$0-\$199,999	1,292	392	0.30
Total	9,197	5,265	0.57

Data from Scott County Geographic Information System

- I. Students and Student Density in Single family Homes by Elementary Attendance Areas
Table 10 presents the total students living in single family homes in the district by elementary attendance area with the number of students per house by the grade groupings of the district. The overall K-12 total of students per single family home in is .57 students. The Jackson attendance area has the highest number of K-12 students per single family home with .79 students, followed by the Sun Path Elementary area with .68 students/home.

Table 10 - Density of K- 12 students in single family homes

Attendance Area	Single Family Homes	All Students		Grades K-5		Grades 6-8		Grades 9-12	
		Number	Density	Number	Density	Number	Density	Number	Density
Eagle Creek	2,224	1,147	0.52	541	0.24	273	0.12	333	0.15
Jackson	1,572	1,245	0.79	571	0.36	308	0.20	366	0.23
Red Oak	992	711	0.72	244	0.25	198	0.20	269	0.27
Sun Path	1,411	966	0.68	357	0.25	263	0.19	346	0.25
Sweeney	2,998	1,196	0.40	527	0.18	289	0.10	380	0.13
TOTAL	9,197	5,265	0.57	2,240	0.24	1,331	0.14	1,694	0.18

Data from Scott County Geographic Information System, District #720 Student Data

*Does not include 30 students without district addresses

- J. Students and Student Density in Single family Attached Homes by Elementary Attendance Area
Table 11 presents the total students living in single family attached. The Red Oak attendance area has the highest number of single family attached units. The Eagle Creek area has the highest rate of students per single family attached homes.

Table 11 - Density of K- 12 students in single family attached homes

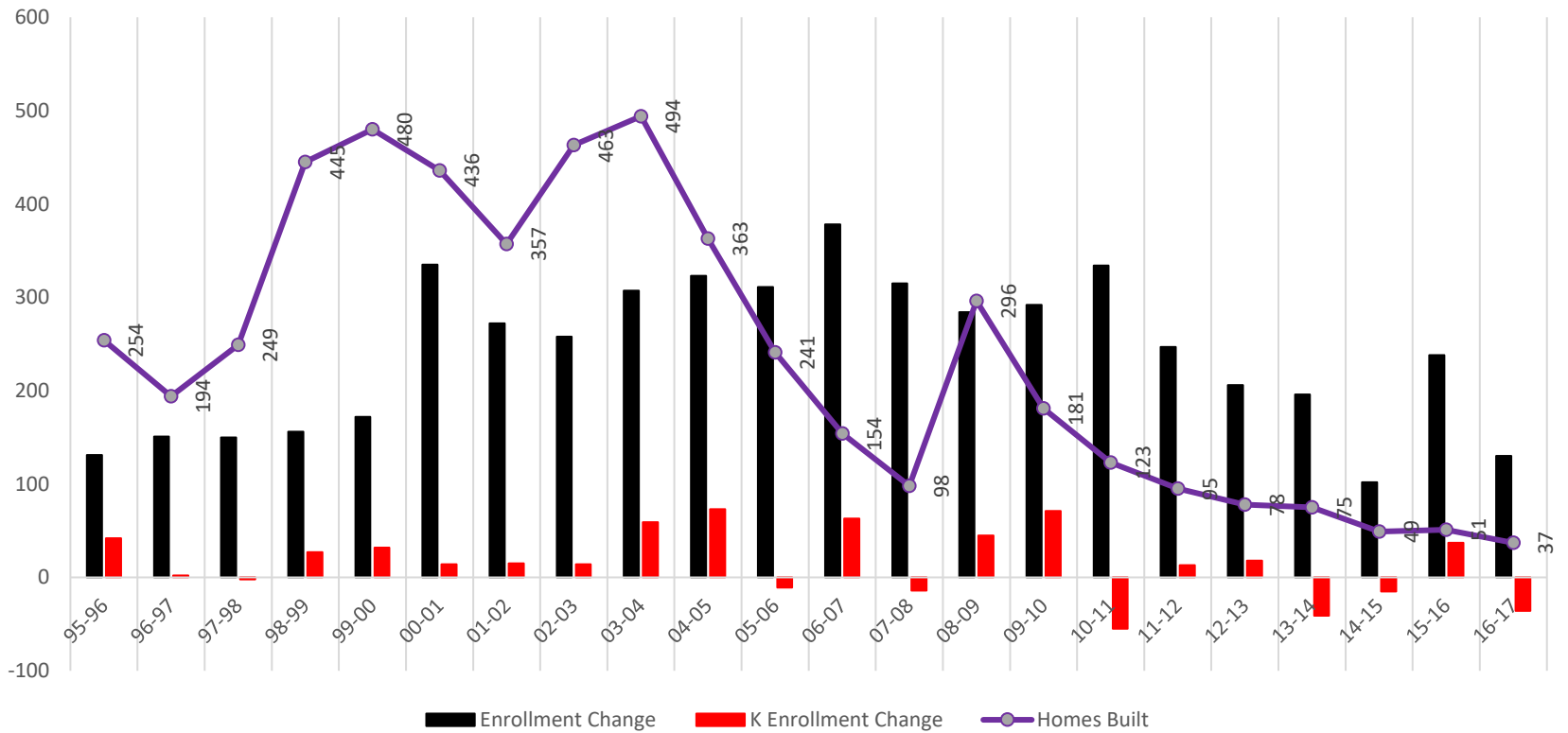
Attendance Area	Single Family Homes	All Students		Grades K-5		Grades 6-8		Grades 9-12	
		Number	Density	Number	Density	Number	Density	Number	Density
Eagle Creek	697	280	0.40	139	0.20	73	0.10	68	0.10
Jackson	994	330	0.33	165	0.17	77	0.08	88	0.09
Red Oak	1,337	396	0.30	196	0.15	111	0.08	89	0.07
Sun Path	700	271	0.39	165	0.24	48	0.07	58	0.08
Sweeney	399	95	0.24	38	0.10	28	0.07	29	0.07
TOTAL	4,127	1,372	0.33	703	0.17	337	0.08	332	0.08

Data from Scott County Geographic Information System, District #720 Student Data

K. Total Enrollment and Kindergarten Enrollment and Houses Built 1995-2017

Graph 4 presents the annual enrollment change, Kindergarten enrollment change and the number of single family homes built in the district for the past 22 years.

Graph 4 - Total Enrollment and Kindergarten Enrollment Change with Homes Built 1996-2017



OBSERVATIONS:

1. The Sweeney attendance area has the largest number of single family homes in the district.
2. The Red Oak attendance area has the large number of single family attached homes in the district.
3. The median value of single family homes in the Shakopee school district is \$301,500.
4. The greatest number of single family homes in the district were built in the decade of 2000-09.
5. 2,513 single family home sales were sold in the district between January 2013 and December 2017. The highest number of home sales occurred in the Sweeney attendance area.
6. 11.5% of total home sales between January 2013 and December 2017 were for newly constructed homes.
7. 33% of the single family homes in the district have children; the Jackson attendance has the highest percent of single homes with children.
8. 19.5% of single family homes in the district have registered voters over the age of 55. This reflects homeowners remaining in their homes following retirement.
9. The Sweeney attendance area has the highest number of single family homes with voters aged 55+.
10. 69% of the students in the district live in single family homes; 18% of students live in single family attached homes – townhomes, twin homes and duplex/triplex units.
11. An estimated 490 single family homes are proposed for development in the district at this time. The timeline for build out of these new developments are dependent on construction and home sales.
12. The single family homes built in the district between 2000-2009 have the highest density of students per home; of the 3,382 homes built during this time the student density is .79 students per home. This indicates that newer construction is more attractive to families with children.
13. The single family homes valued between \$200,000-\$299,999 have the highest number of students and homes valued between \$300,000-\$399,999 have the highest density of students with .73 students per home.
14. The density of students living in single family homes in the district is .57 students; the Jackson attendance area that has the highest number of students per home with .79 students.
15. Increased enrollment attributable to new home construction is not immediate because many home buyers have either not started a family or have preschool children.

Board Presentation

District #720



Project Goals

- Prepare 5 year enrollment projections



ENROLLMENT PROJECTION BASICS

Projecting Enrollment

Resident Student Enrollment					
	Enrollment Options Out	Enrollment Options In	Charter Enrollment	Home School	Nonpublic
2016	663	155	340	161	827
2017	711	201	388	159	802

Description of work

- Housing Study
- Demographic Profile
- Enrollment History
- Birth Data
- Enrollment Projections

HOUSING STUDY

Background

- Scott County Geographic Information System
- City of Shakopee
- City of Prior Lake
- City of Savage
- District #720

Housing Type of Resident Enrolled Students

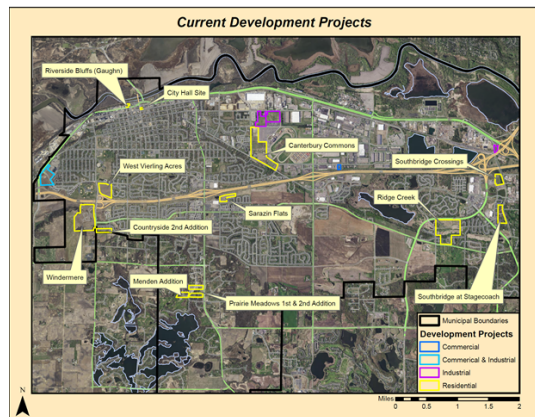
- | | |
|----------------------|------|
| • Single Family Home | 69% |
| • Townhome/Twin home | 18% |
| • Apartments | 6% |
| • Mobile Homes | 2% |
| • Condo Du/Triplex | .01% |
| • No address | 4% |

Housing Study Highlights

- Largest number of students living in single family homes live in homes built between 2000-2009
- Largest number of students in single family homes live in homes valued between 200,000 and 299,999
- 32.4% of single family homes have children
- 19.5% have registered voters aged 55+

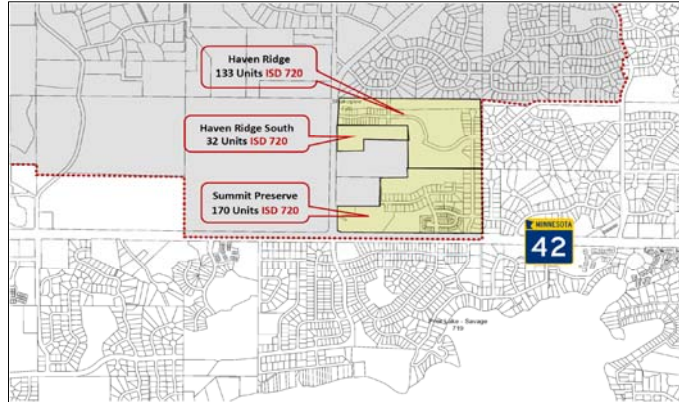
Proposed Development in Shakopee

Single Family Homes	
Ridge Creek	89
Windemere	116
Prairie Meadows 1 st Ad	27
Prairie Meadows 2 nd Ad	24
Menden Addition	11
Countryside 2 nd Ad	31
Stagecoach at Southbridge	59
	357
Townhomes/Twin Home	
Windemere	42
Apartments	
Willows at Windemere	60
Canterbury Commons	598
West Vierling Acres	133
Southbridge Crossings	306
City Hall Redevelopment	82
Sarazin Flats – Affordable	105
Gaughn	125
	1,409
All Total	1,808



City of Shakopee

Proposed Development in Prior Lake



Single Family Homes

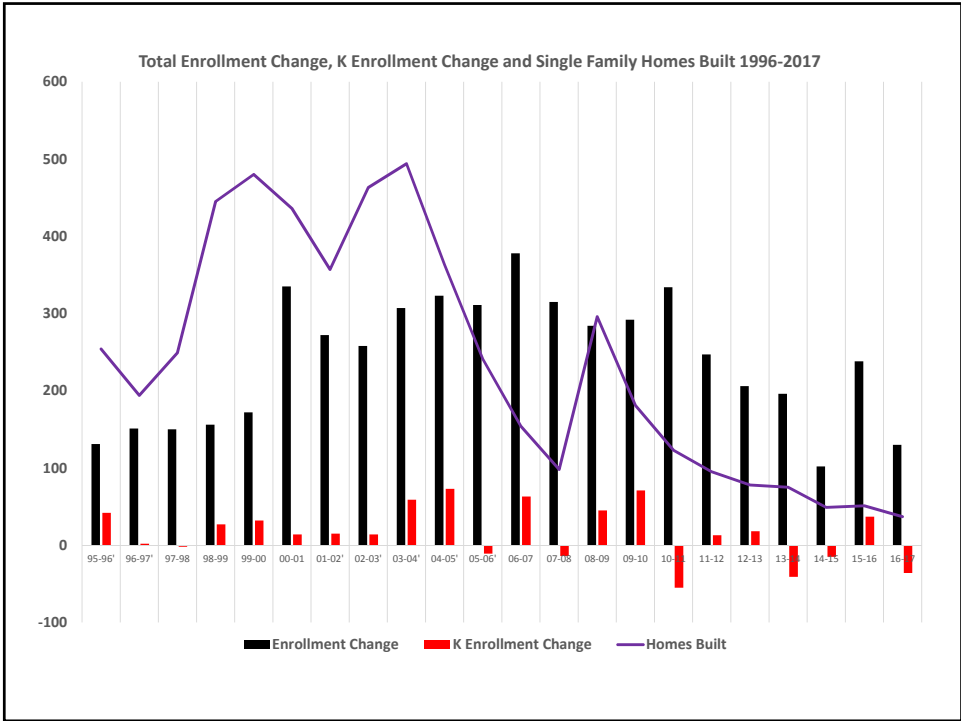
Haven Ridge 1st Ad - 33
Summit Preserve - 100

Townhomes/Twin Home

Haven Ridge 1st Ad – 100
Summit Preserve - 70
Haven Ridge South - 32

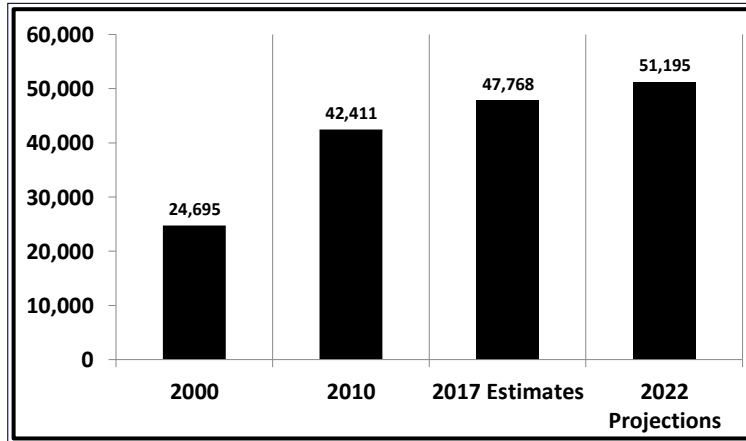
Proposed Development by Attendance Area

Attendance Area	Single Family	Townhome /Twin home	Apartments
Eagle Creek	222	202	306
Jackson	147	42	298
Red Oak	59		598
Sun Path	0		0
Sweeney	62		207
Total	490	244	1,409

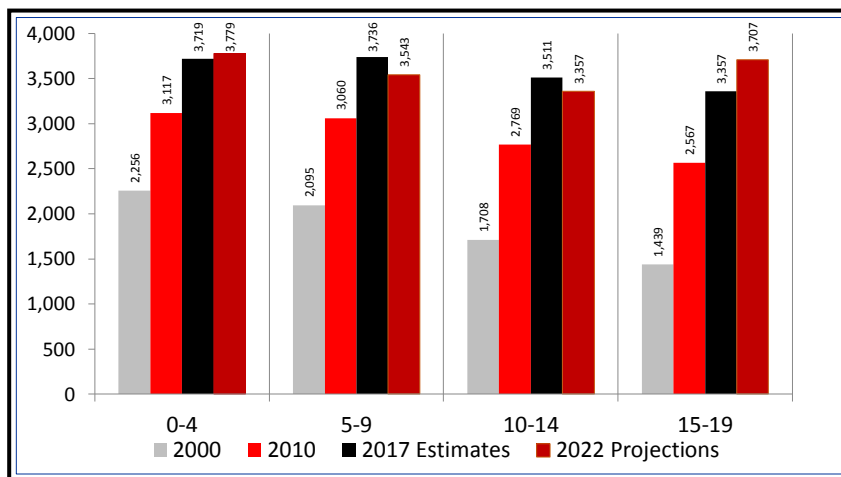


DEMOGRAPHIC PROFILE

Population Projections



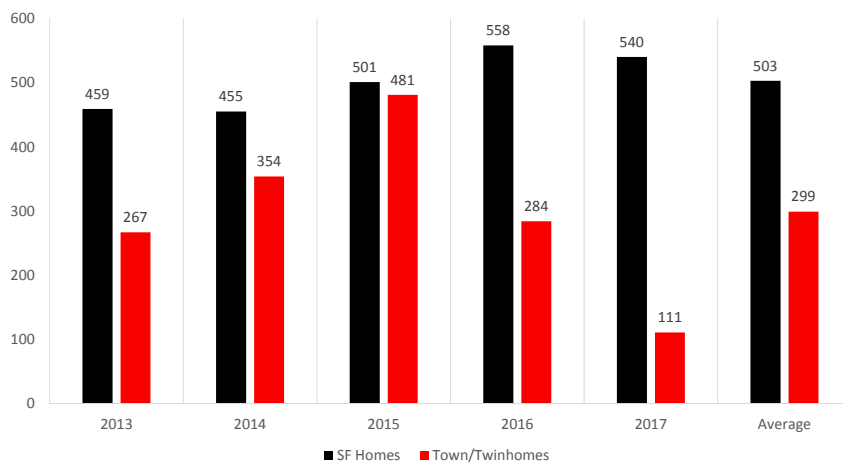
Youth Population



Women in Childbearing Years

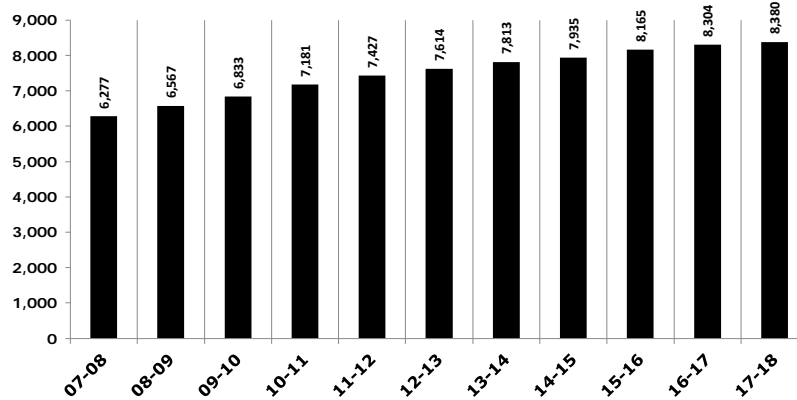
% of Estimated Population 2017	% Projected Population 2022
1.5%	1.5%
1.0%	1.0%
6.3%	7.3%
7.0%	7.6%
8.3%	7.4%
8.4%	7.2%
7.1%	6.7%
39.6%	38.7%

Real Estate Sales 2013-2017



ENROLLMENT HISTORY

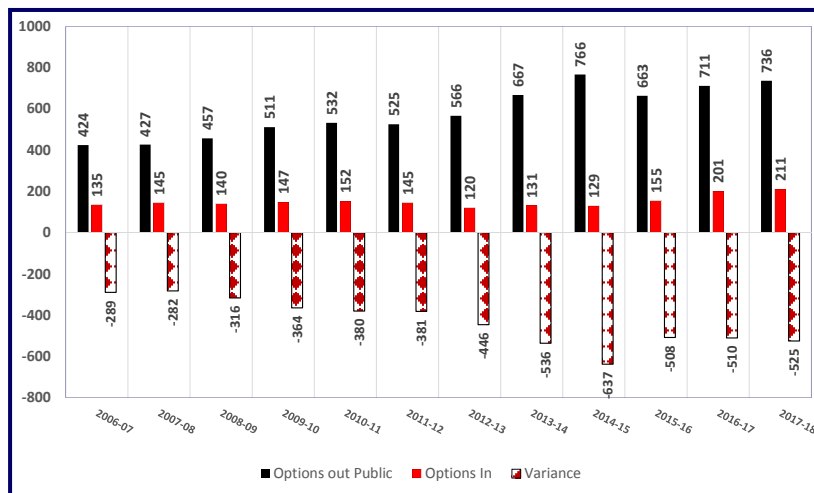
Fall Enrollment History



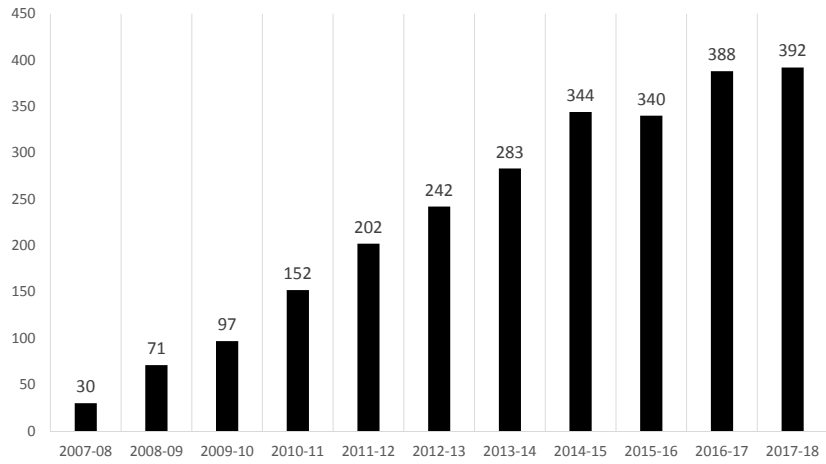
Total Migration by Grade

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
12 - K	95	95	63	117	49	0
1	24	27	13	11	(5)	(2)
2	11	8	2	35	(3)	1
3	-3	5	(9)	2	7	9
4	3	9	13	9	5	(7)
5	-6	(6)	(3)	1	7	(10)
6	-4	(1)	14	8	12	1
7	1	5	(3)	2	7	10
8	9	7	(16)	(15)	(5)	1
9	45	57	48	78	70	60
10	18	8	18	19	4	24
11	4	0	(9)	(18)	1	(9)
12	9	(18)	(29)	(11)	(19)	(20)
Total Migration	111	101	39	121	81	58
Total Enrollment Change	206	196	102	238	130	58

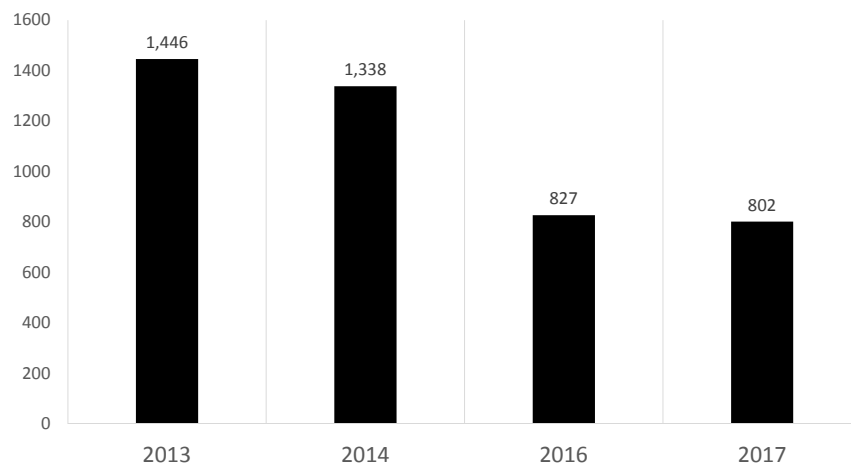
Enrollment Options Variance



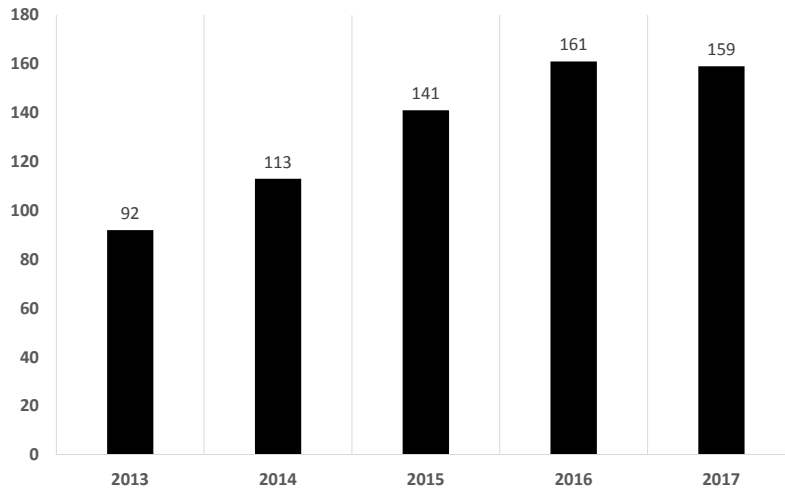
Resident Students Enrolling in Charter Schools



Residents Enrolled in Nonpublic

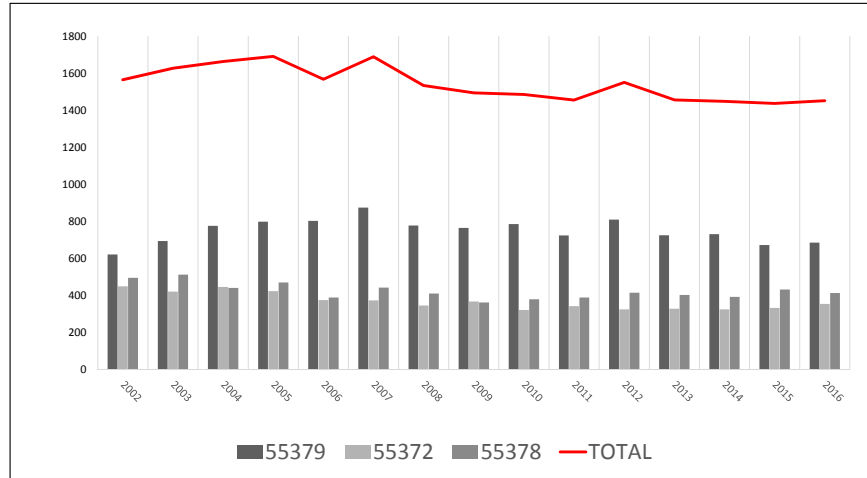


Home Schooled Students



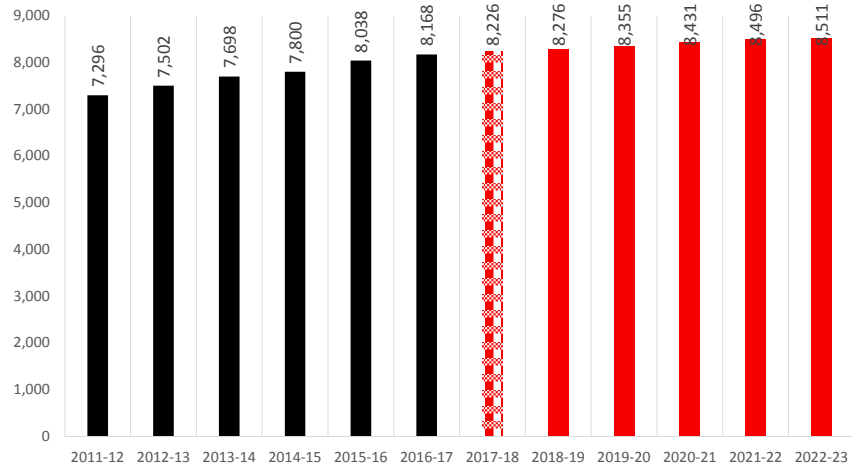
BIRTH DATA

Births in Zip Codes

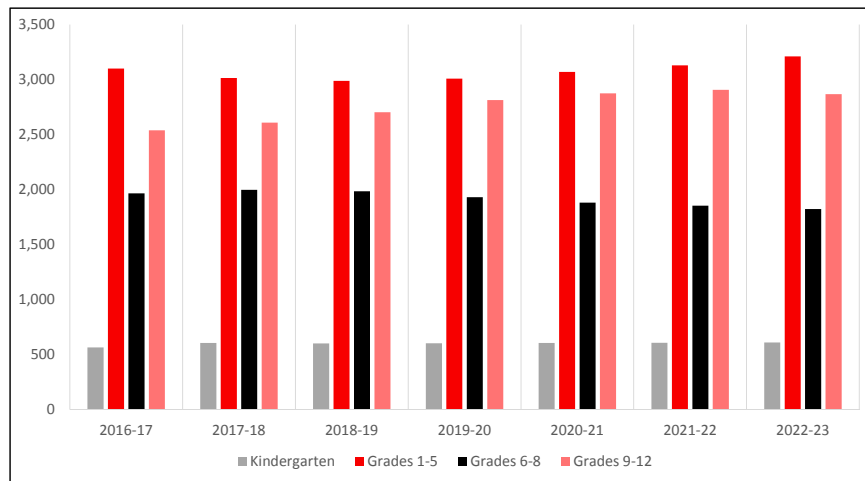


ENROLLMENT PROJECTIONS

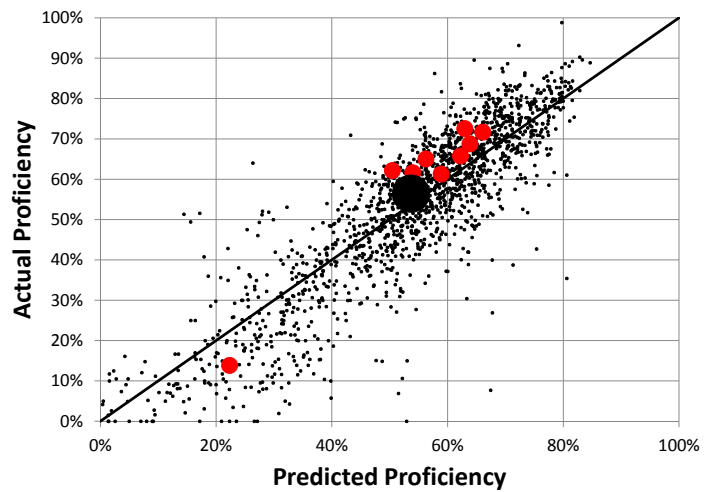
Enrollment Projections



Projections by Grade Grouping



RECOMMENDATIONS





Ann Thomas, ann@schoolfinances.com
Jim Sheehan, jim@schoolfinances.com

From: [Anger, Gary](#)
To: [Koehn, Sarah](#)
Subject: FW: High School Exterior Signage
Date: Wednesday, August 01, 2018 8:48:52 AM
Attachments: [image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)
[image008.png](#)
[image009.png](#)

Please add to Learning Session Sarah-thanks

Gary Anger
Superintendent
Shakopee Public Schools
952-496-5002
Twitter @SupAnger



From: Ekalath Sophaphanh <EkalathS@ics-consult.com>
Date: Wednesday, August 1, 2018 at 8:04 AM
To: "Swanson, Scott" <sswanson@shakopee.k12.mn.us>, "Pass, Tony" <tpass@shakopee.k12.mn.us>, "Bowerman, Reggie" <rbowerman@shakopee.k12.mn.us>, "McKeand, Matt" <mmckeand@shakopee.k12.mn.us>, "Hallett, Shawn" <shallett@shakopee.k12.mn.us>, "Tucker, Angela" <atucker@shakopee.k12.mn.us>, "Tomczik, Judi" <jtomczik@shakopee.k12.mn.us>
Cc: Chris Ziemer <ChrisZ@ics-consult.com>, "Scott McQueen (smcqueen@woldae.com)" <smcqueen@woldae.com>, Ben Beery <bbeery@woldae.com>, "Pawlicki, Jeff" <jpawlicki@shakopee.k12.mn.us>, "Thul, Nancy" <nthul@shakopee.k12.mn.us>, "Zeimet, Edward" <ezeimet@shakopee.k12.mn.us>, "Anger, Gary" <ganger@shakopee.k12.mn.us>
Subject: High School Exterior Signage

Shakopee School Board,




At our Bond Oversight Committee (BOC) meetings, there has been some differences in opinions on the size and configuration of the lit exterior signage that reads "SHAKOPEE HIGH SCHOOL" on the fly loft of the new thrust stage. The original design and what is currently in the base bid costs has the word "SHAKOPEE" on the west facade of the fly loft and the words "HIGH SCHOOL" on the north facade of the fly loft. The rendering is attached titled "Exterior Sign Original". Wold presented an option to BOC to have the lit signage rearranged on just the north facade. This would reconfigure the letters into two rows, and make them smaller in height. Attached rendering titled "Shakopee Exterior Signage New Option North Faced" In this new configuration, there would be some additional costs due to new electrical rough ins for the second row of letters and patching of walls

for the old electrical rough ins. Although there is a small credit to make the sign smaller, the electrical and patching costs will be \$21,058.32. BOC requested Wold and ICS present these two options and costs at the next Board Learning Session on Monday August 13th.



Ekalath Sophaphanh, PMP, CDT
Project Manager

ICS Consulting, Inc.
[3890 Pheasant Ridge Drive NE, Suite 180, Blaine, MN 55449](https://www.icsconsulting.com)

 [\(763\) 354-2670](https://www.skype.com/people/icsconsulting)
 [\(612\) 223-6122](tel:6122236122)
 [\(651\) 341-8380](tel:6513418380)



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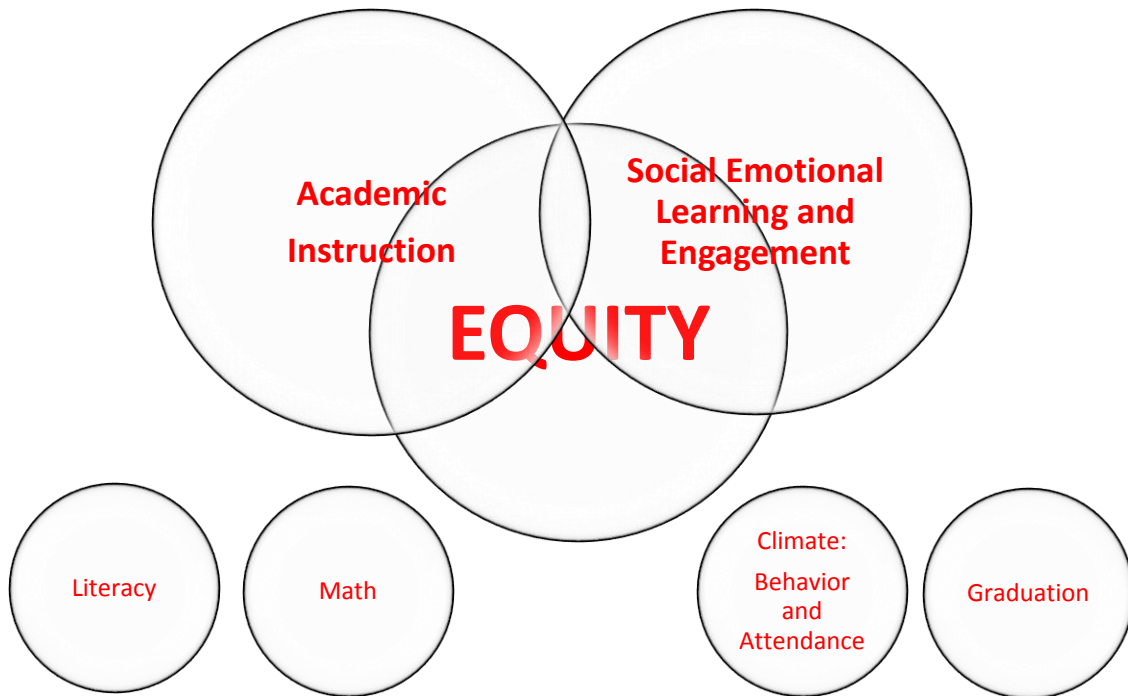


SHAKOPEE
HIGH SCHOOL

SHAKOPEE SABERS



2018-2019 Equity Vision



Shakopee Public Schools is committed to raising the achievement of all students while narrowing the gaps between the lowest and highest performing students and eliminating the racial or cultural predictability and disproportionality of which student groups occupy the highest and lowest achievement categories including rates of graduation. By committing to this, we are ensuring educational equity for all students.

According to the MN Department of Education, Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for destruction of resources, information and other support depending on the student's situations to ensure an equitable outcome.

The MN Department of Education has also identified ten commitments to Equity:

1. Prioritize Closing the Gaps
2. Start from Within
3. Measure what Matters
4. Go Local
5. Follow the Money
6. Start Early
7. Engage More Deeply
8. Value People
9. Improve Conditions for Learning
10. Give Students Options

The first step is having a common understanding that Equity does not stand alone, nor is it a separate framework; rather, Equity is directly intertwined into all schools, learning environments, academic instruction (grades E-12/ALC/Transition Plus) and Social Emotional Learning Engagement of all students. We must create an actionable plan that moves us towards collective accountability both individually and as an organization. Additionally, we must move away from “random acts of Equity” to a focused and prioritized effort to create change.

As we make Equity a priority of our district, we must commit to the following:

1. Equity is a core value
2. Equity will be formalized into the strategic plan for our district
3. Infrastructure will sustain the commitment of Equity
4. Professional Development will be provided to all staff to prepare them for equity work engrained in academic and social emotional engagement
5. Data analysis will include collection, reporting and collaborating to identify where disproportionality exists
6. When faced with resistance to equity, we will remain aligned to the core value of equity

As a district, we have identified Excellence with Equity as one of the pillars committed to Equity work. By creating a strong vision, we will be able to move forward in building the capacity of leadership, staff, students, families and community members to develop a raised awareness to engage, inspire, and communicate on issues of Excellence with Equity.

CHARACTERISTICS OF A SHAKOPEE GRADUATE



CRITICAL THINKING

Reason effectively, use systematic thinking, and make judgments and decisions to solve problems in both conventional and innovation ways.

COLLABORATION

Work together to share, advocate, and compromise on issues critical to a team's success using intrapersonal and interpersonal skills in both conventional and digital settings.

COMMUNICATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

CREATIVITY

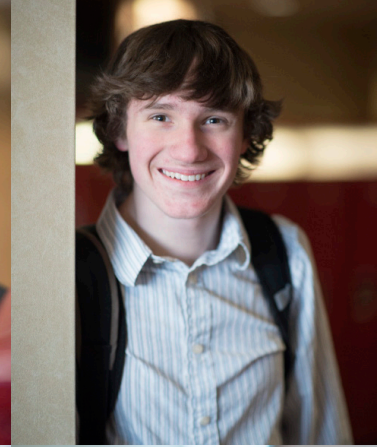
Be curious, imagine possibilities, develop and refine ideas, and view failures as an opportunity to learn (persistence).

CULTURALLY RESPONSIVE

Learn from and work collaboratively with individuals representing diverse cultures, ethnicities, genders, income levels, religions, and abilities.

CHARACTER

Develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.



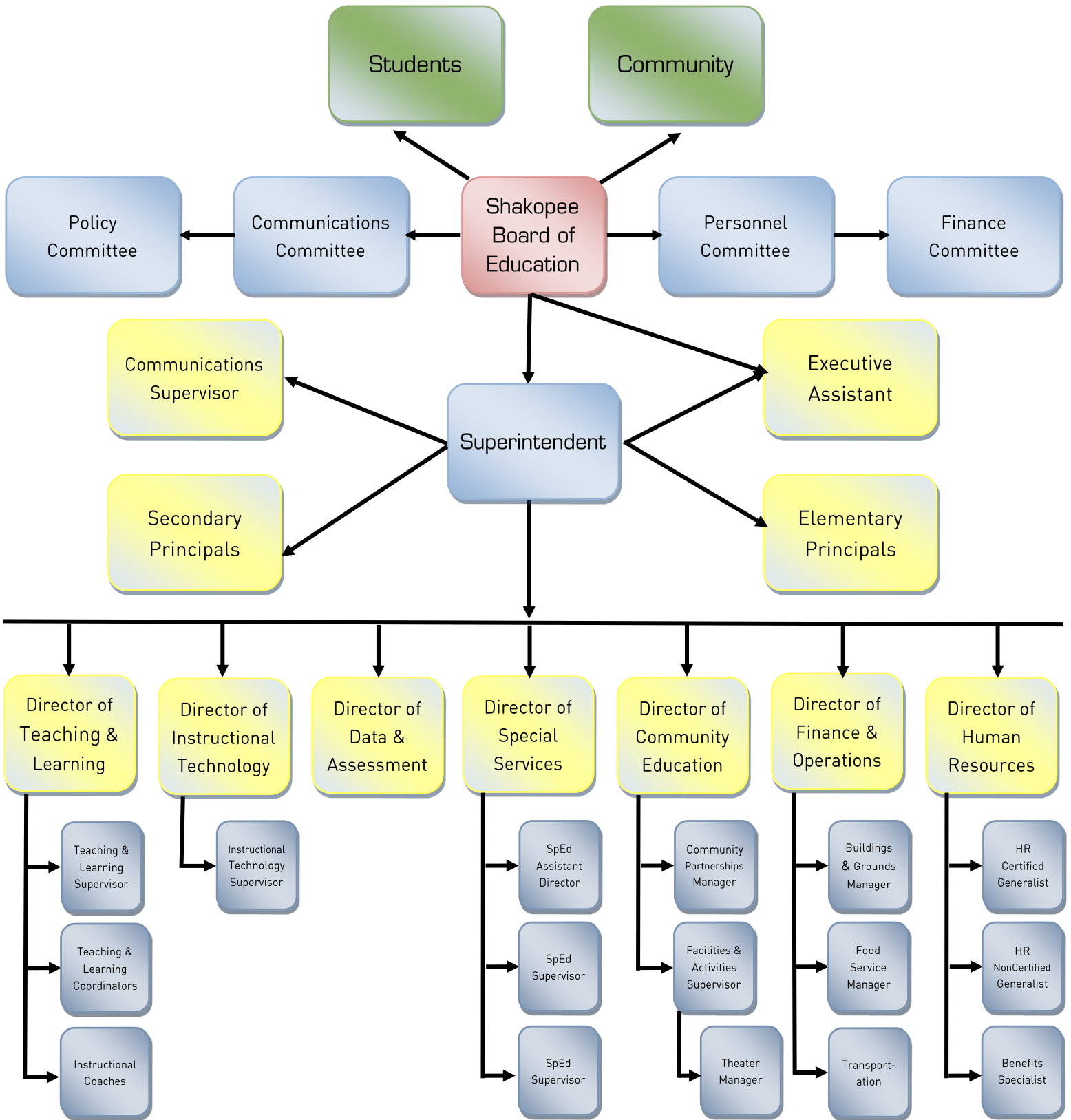
In addition, graduates will have opportunities to engage in the following to ensure college and career readiness;

- Creating My Saber Plan for college and career readiness
- Participating in a work-based or service learning experience
- Creating a capstone project
- Gaining college credit and/or professional certifications
- Participating in financial literacy courses
- Creating independent study projects



Shakopee
PUBLIC SCHOOLS
EDUCATION FORWARD

2018-19 Organizational Chart





Shakopee Public Schools School Board Agenda Map 2018 – 2022

	2018 – 19	2019 – 20	2020 – 21	2021 – 22
District Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Review advertising and create naming rights procedures for the Academies and opportunity spaces inside the Academies of Shakopee and school district <input type="checkbox"/> Examine grading practices <input type="checkbox"/> Approve graduation requirements policy <input type="checkbox"/> Update district policies to align with mandated and strategic changes <input type="checkbox"/> Review remaining policy Series 600 	<ul style="list-style-type: none"> <input type="checkbox"/> 1/3 Policy review <input type="checkbox"/> Update district policies to align with mandated and strategic changes <input type="checkbox"/> Update grading policy <input type="checkbox"/> Monitor graduation requirements policy 	<ul style="list-style-type: none"> <input type="checkbox"/> 1/3 Policy review <input type="checkbox"/> Update district policies to align with mandated changes 	<ul style="list-style-type: none"> <input type="checkbox"/> 1/3 Policy review <input type="checkbox"/> Update district policies to align with mandated changes
Operating Oversight	<ul style="list-style-type: none"> <input type="checkbox"/> Approve budget & budget assumptions <input type="checkbox"/> Study Operating Levy strategy <input type="checkbox"/> Update Long Term Facilities Maintenance plan <input type="checkbox"/> Explore Early Childhood Education programming <input type="checkbox"/> Consider lease options and space usage <input type="checkbox"/> Create Facilities Task Force <input type="checkbox"/> Approve Characteristics of a Graduate <input checked="" type="checkbox"/> Prepare for block scheduling implementation <input type="checkbox"/> Monitor programs and progress of strategic directions <input type="checkbox"/> Assess community demographic study 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve budget & budget assumptions <input type="checkbox"/> Determine Operating Levy strategy <input type="checkbox"/> Update Long Term Facilities Maintenance plan <input type="checkbox"/> Create contract negotiations strategies for all employee groups <input type="checkbox"/> Launch Early Childhood Education programming <input type="checkbox"/> Consider lease options and space usage <input type="checkbox"/> Implement recommendations from Facilities Task Force <input type="checkbox"/> Implement block scheduling <input type="checkbox"/> Monitor programs and progress of strategic directions <input type="checkbox"/> Utilize community demographic study 	<ul style="list-style-type: none"> <input type="checkbox"/> Approve budget & budget assumptions <input type="checkbox"/> Update Long Term Facilities Maintenance plan <input type="checkbox"/> Monitor programs and progress of strategic directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate need for land acquisition <input type="checkbox"/> Approve budget & budget assumptions <input type="checkbox"/> Update Long Term Facilities Maintenance plan <input type="checkbox"/> Monitor programs and progress of strategic directions
Board Governance	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input checked="" type="checkbox"/> Perform Superintendent evaluation 2 times annually <input type="checkbox"/> Determine & finalize Superintendent contract <input type="checkbox"/> Hold annual & mid-year retreats <input type="checkbox"/> Prepare for election of 4 School Board seats <input type="checkbox"/> Execute School Board election <input type="checkbox"/> Onboard new School Board Members 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation 2 times annually <input type="checkbox"/> Hold annual & mid-year retreats 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation 2 times annually <input type="checkbox"/> Determine & finalize Superintendent contract <input type="checkbox"/> Hold annual & mid-year retreats <input type="checkbox"/> Prepare for election of 3 School Board seats <input type="checkbox"/> Execute School Board election <input type="checkbox"/> Onboard new School Board Members 	<ul style="list-style-type: none"> <input type="checkbox"/> Perform Board self-evaluation <input type="checkbox"/> Perform Superintendent evaluation 2 times annually <input type="checkbox"/> Hold annual & mid-year retreats
Public Engagement	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accept Ford Next Generation Community Designation <input checked="" type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications <input type="checkbox"/> Facilitate staff and parent engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications <input type="checkbox"/> Facilitate staff and parent engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications <input type="checkbox"/> Facilitate Staff and parent engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Create and establish business & stakeholder partnerships <input type="checkbox"/> Improve all stakeholder communications <input type="checkbox"/> Facilitate staff and parent engagement



EDUCATION FORWARD



MISSION

In partnership with our community, we will educate lifelong learners to succeed in a diverse world.

VISION

To ensure ALL students are career and college ready.

STRATEGIC DIRECTIONS

Six areas of focus to accomplish our mission & vision.

QUALITY INSTRUCTION & STUDENT ENGAGEMENT

Teachers will possess a robust set of instructional practices to ensure all students are engaged and achieve at high levels.

WHOLE STUDENT DEVELOPMENT

We will emphasize the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.

PERSONALIZED LEARNING

With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.

A CULTURE OF EXCELLENCE

Staff will be committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of students, staff, schools and

21ST CENTURY LEARNING ENVIRONMENT

Students will learn in flexible and technology-rich spaces that allow them to easily collaborate with each other, their teachers and community partners for a full range of experiences.

EXCELLENCE WITH EQUITY

Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.

**2018 Shakopee Public Schools
School Board Meeting Dates and other important dates**

Date	Time	Type of Meeting	Location
August 15, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
August 27, 2018	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
August 27, 2018	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
August 29, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
September 10, 2018	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
September 10, 2018	6:00PM	School Board Learning Session	District Office Board Room, 1200 Town Square
September 12, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
September 24, 2018	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
September 24, 2018	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
September 26, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
October 8, 2018	5:00PM	School Board Personnel Committee Meeting	District Office Room 202, 1200 Town Square
October 8, 2018	6:00PM	School Board Learning Session	District Office Board Room, 1200 Town Square
October 10, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
October 22, 2018	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
October 22, 2018	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
October 24, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
November 13, 2018	5:00PM	School Board Policy Committee Meeting	District Office Room 202, 1200 Town Square
Tuesday, November 13, 2018	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
November 14, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
November 26, 2018	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
November 26, 2018	6:00PM	School Board Business Meeting	District Office Board Room, 1200 Town Square
November 28, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square
December 10, 2018	5:00PM	School Board Finance Committee Meeting	District Office Room 202, 1200 Town Square
December 10, 2018	6:00PM	Truth in Taxation Hearing & School Board Business Meeting	District Office Board Room, 1200 Town Square
December 12, 2018	5:00PM	BOC	District Office Board Room, 1200 Town Square



Shakopee Public Schools 2018-19 School Calendar

Updated April 23, 2018

NOTE: Tokata Lng. Ctr. First Day of School: September 4, 2018

NOTE: Grades 6-12 First Day of School: September 5, 2018

NOTE: Grades E-5 First Day of School: September 6, 2018

August 2018

August 20-23.....New Teacher Fall Workshop
August 27-30.....Teacher Fall Workshop

September 2018

September 3.....No School - Labor Day
September 4, 2018.....Student 1st Day of School (Tokata ONLY)
September 5, 2018.....Student 1st Day of School (Grades 6-12)
September 6, 2018.....Student 1st Day of School (Grades E-5)
September 4....Moving Day for Staff (Grades 6-12)
September 4-5.....Assess & Connect Days (Grades E-5)
September 26.....Student 2-Hour Early Release

October 2018

October 17.....No School - Teacher Staff Development Day
October 18-19.....No School - Fall Break

November 2018

November 8.....1st Quarter Ends
November 9.....No School - Teacher Planning Day
November 21-23.....No School - Thanksgiving Break
November 28.....Student 2-Hour Early Release

December 2018

December 20.....No School - Early Childhood Education Only
December 21-Jan 1.....No School - Winter Break

January 2019

December 21-Jan 1.....No School - Winter Break
January 21.....No School - Teacher Staff Development Day
January 25.....1st Semester Ends
January 28.....No School - Teacher Planning Day

February 2019

February 15.....No School - Teacher Staff Development Day
February 18.....No School - Presidents' Day Break

March 2019

March 13.....Student 2-Hour Early Release
March 28.....3rd Quarter Ends
March 29.....No School - Teacher Planning Day

April 2019

April 1-5.....No School - Spring Break
April 19.....No School - Students & Staff
April 24.....Student 2-Hour Early Release

May 2019

May 27.....No School - Memorial Day
May 31.....Senior Class (12th grade) Last Day of School

June 2019

June 6, 2019.....Student Last Day of School
June 7.....Teacher Work Day
June 8, 2019.....Graduation

August 2018

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2018

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2018

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Key

	No School - Students and Staff
	No School - Students
	First/Last Day of School
	Quarter/Semester Change
	Student Early Release 2-Hours before Dismissal