LINN-MAR Community School District

Planning for the Future: May 2017

Status of Enrollment

Visualizing Success

Discussion Points

- **Introductions**
- **Enrollment and Demographics Discussion** (Part One)
  - Key Things
  - Maps: Planning Areas and Attendance Areas
  - Sophisticated Forecast Model (SFM)
  - Model Components
  - Issues and Assumptions
  - Past Enrollment
  - Baseline Data
- **Development Discussion** (Part Two)
  - Population, Development, and Enrollment
  - Yield Rate
  - Past, Current, and Future Development
- **Enrollment Projections Discussion** (Part Three)
  - Projection Accuracy
  - District
  - Elementary
  - Secondary
- **Next Steps** (Part Four)

VISUALIZING SUCCESS

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines
- Over 20 years of planning experience
- Over 80 years of education experience
- Over 20 years of GIS experience
- Clients in Arkansas, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and Oklahoma
- Projection accuracy of 97% or greater

Planning

Robert Schwarz
CEO, AICP, REFP, CEFP

Educators

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Education Planner

Jay Harris
Education Planner

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Education Planner, Ed.D.

Dave Wilkerson
Education Planner, Ph.D.

GIS Analyst

Tyler Link
GIS Analyst

Brandon Sylvester
GIS Analyst

RSP & Associates - Clients

KANSAS

Andover
Baldwin City
Bonner Springs
Derby
De Soto
Eudora
Garden City
Gardner-Edgerton
Hays
Hutchinson
Kansas City
Lawrence
Liberal
Maize
Manhattan-Ogden
Newton
Ottawa
Pittsburg
Piper-Kansas City
Riley County
Shawnee Heights
Shawnee Mission
Spring Hill
Turner- Kansas City
Wichita

MISSOURI

Columbia
Diamond R-IV
Fort Osage R-I
Grain Valley
Harrisonville R-IX
Jackson
Jennings
Kearney R-I
Ladue
North Kansas City
Pattonville R-III
Platte County R-III
Raymore-Peculiar R-II
Raytown C-2
Rockwood
Troy R-III
University City
Wright City R-II

ILLINOIS

Glenview 34
Indian Prairie 204
Keeneyville 20
Naperville 203
Norridge 80
Oswego 308
Rockford 205
Yorkville 115

NORTH DAKOTA

Alexander
Bismarck
Central Cass
Fargo
Glenburn
Grand Forks
Jamestown
Mandan
McKenzie County
Minot
New Public Schools #8
Northern Cass
Richardton Taylor
Rugby
West Fargo
Wilton

IOWA

ADM
Ames
Ankeny
Atlantic
Ballard
Bettendorf
Boundurant-Farrar
Cedar Falls
Cedar Rapids
Clear Creek-Amana
Council Bluffs
Dallas Center Grimes
Fort Dodge
Gladbrook-Reinbeck
Grinnell-Newburg
Independence
Iowa City
Johnston
Linn-Mar
Newton
North Polk
North Scott
Norwalk
Okoboji
Ottumwa
Rock Valley
Saydel
Sergeant Bluff-Luton
Sioux City
Southeast Polk
Urbandale
Waukee
West Des Moines
West Liberty
Winterset

NEBRASKA

Adams Central NE
Bellevue
Millard
Westside

ARKANSAS

North Little Rock

Minnesota

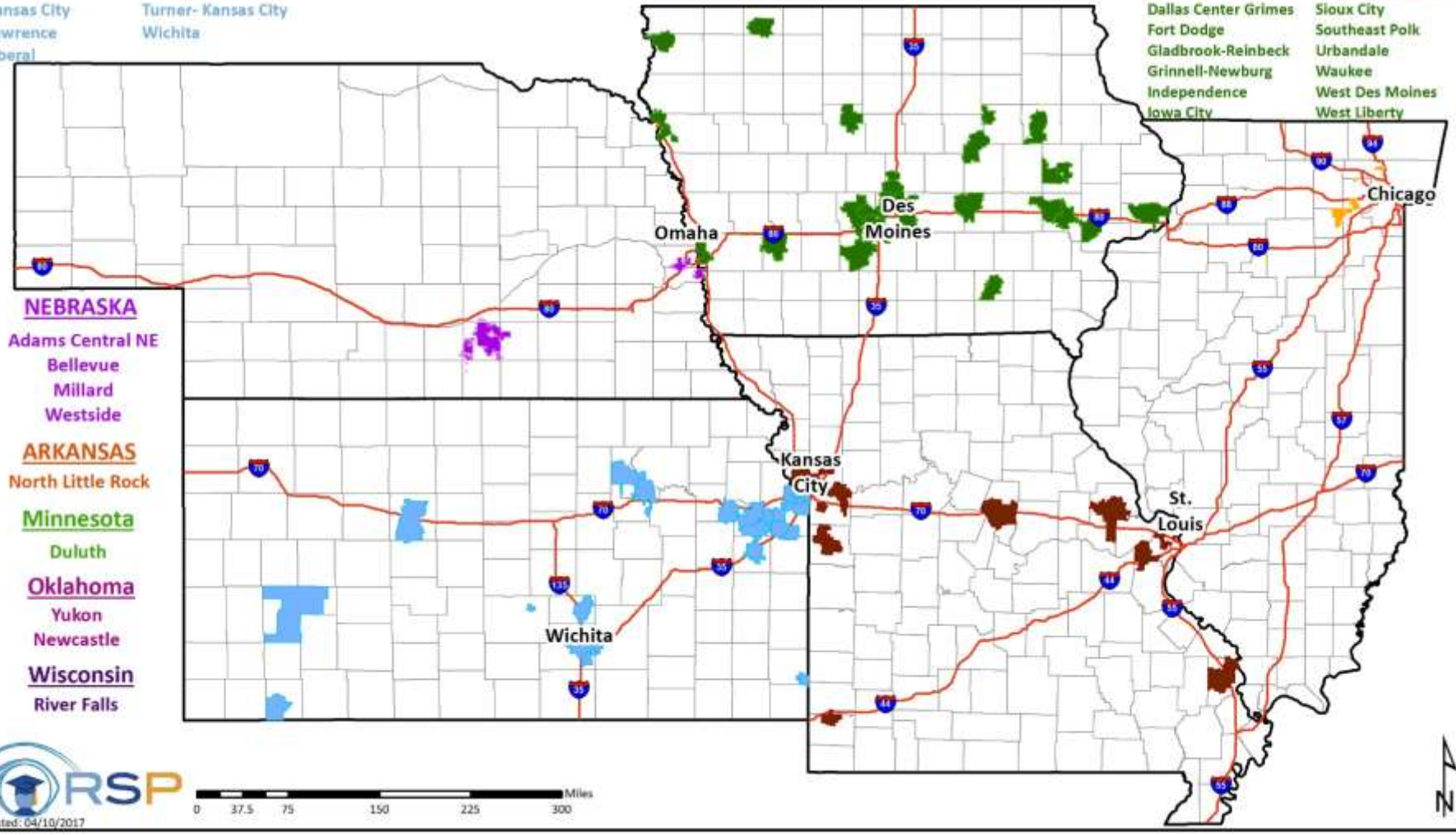
Duluth

Oklahoma

Yukon
Newcastle

Wisconsin

River Falls



RSP

0 37.5 75 150 225 300 Miles

Updated: 04/10/2017

Part One:

Enrollment & Demographics Discussion

Making it Happen

Linn-Mar Community School District

- Administration

County, City & Others

- Linn County
- City of Cedar Rapids
- City of Marion
- Iowa DOT
- Census Bureau/ ESRI

Thank you!

Three Key Things About the District

Enrollment:

- Projected to increase by >600 students (9.1%)(Annual between 1.3% and 2.1%)
- By 2021/21 K-12 enrollment closing in on 8,000 students
- By 2021/22 6-8 enrollment >1,900 students

Capacity:

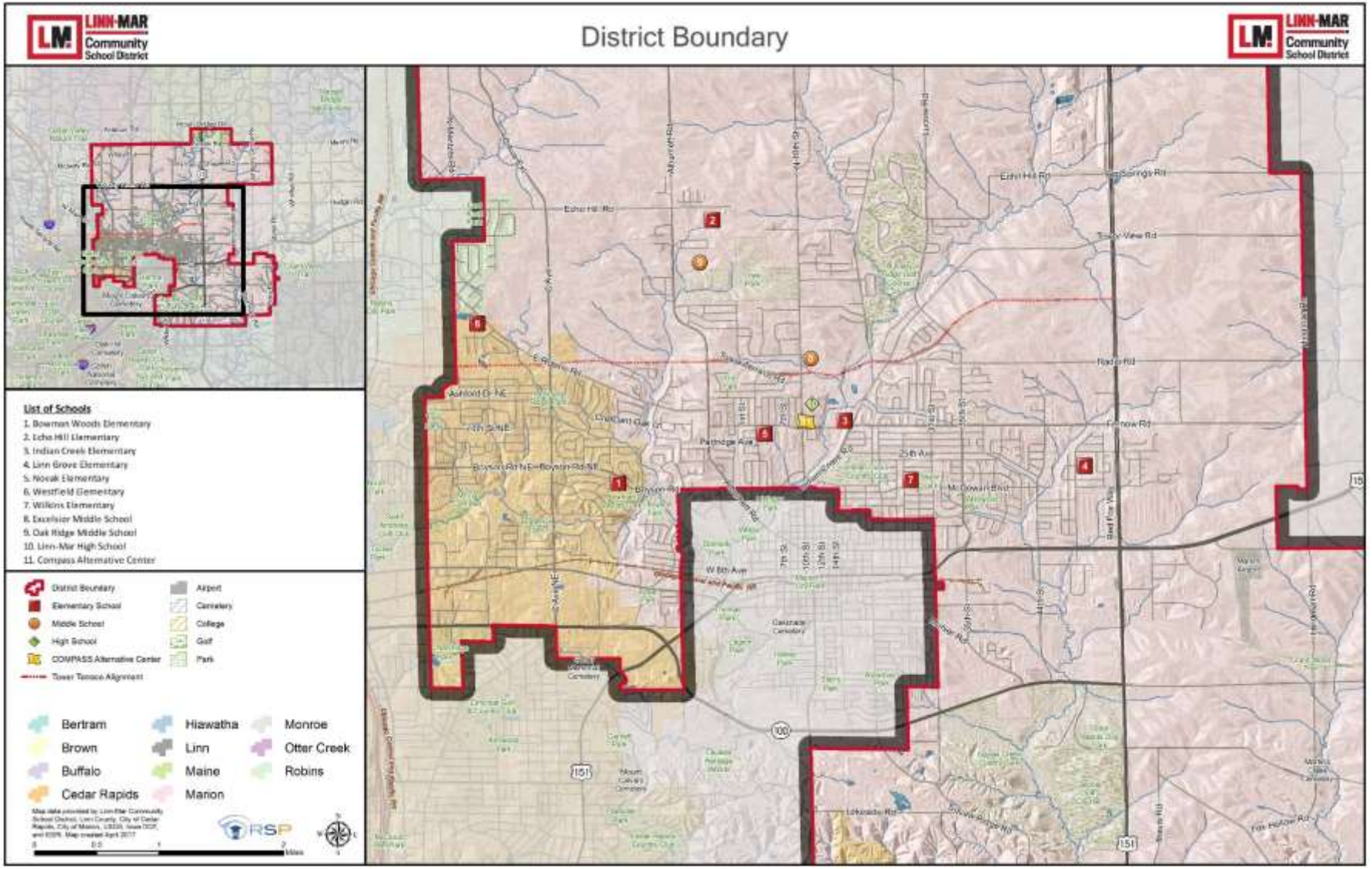
- Elementary greatest immediate need
- Oak Ridge Middle School currently and continues to be beyond capacity
- Out of District enrollment student enhances capacity need

Development:

- Significant available land for residential development
- Speed of residential development will effect rate of enrollment increase

District Map

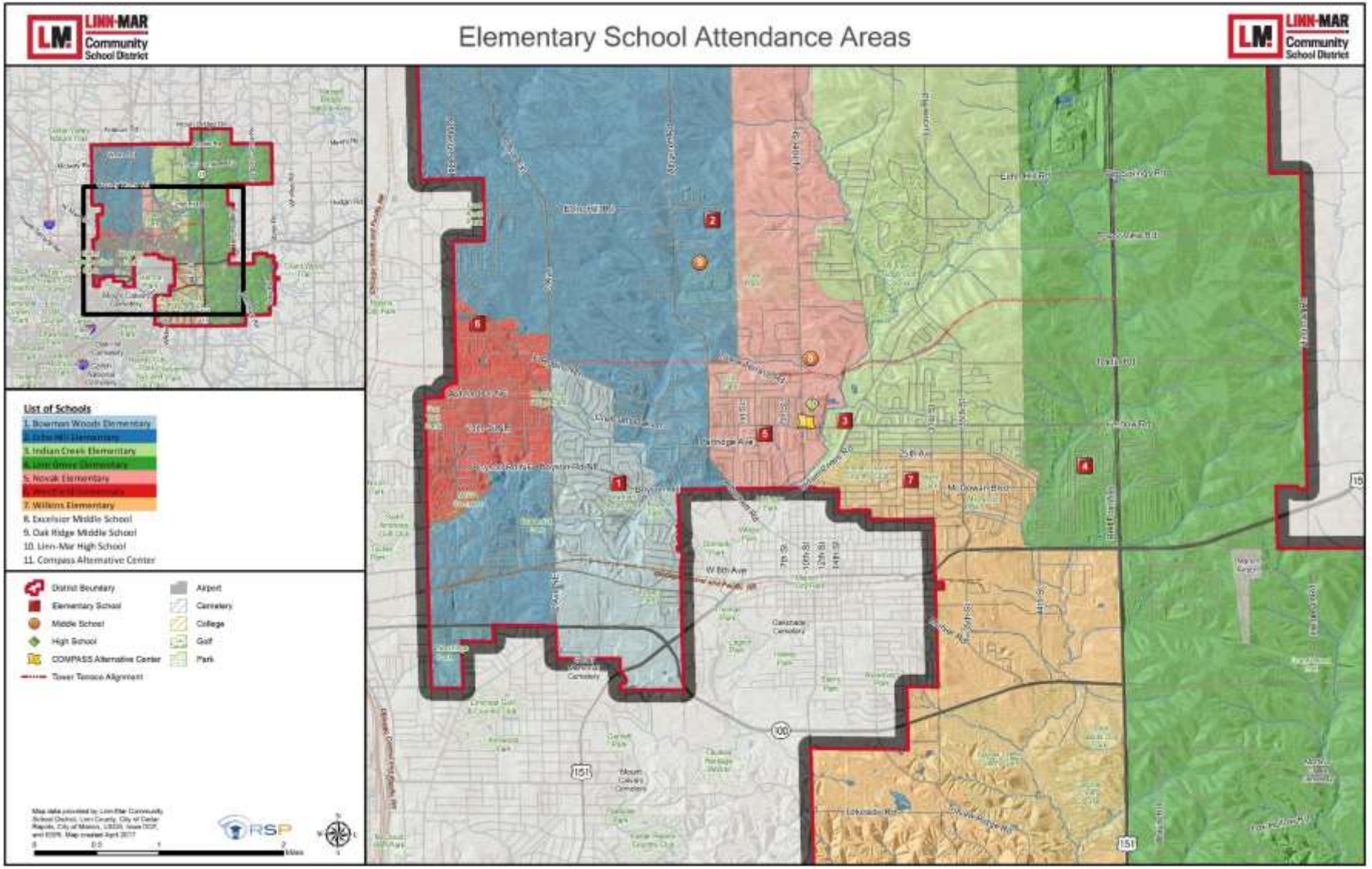
- District Boundary **(Red Line)**
- Major Streets
- Major water features & cultural features
- City Limits
- Cedar Rapids **(Peach)**
- Marion **(Pink)**
- Robins **(Green)**



Elementary Attendance Areas 16/17

- District Boundary **(Red Line)**
- Major Streets
- Major water features & cultural features
- Attendance Areas

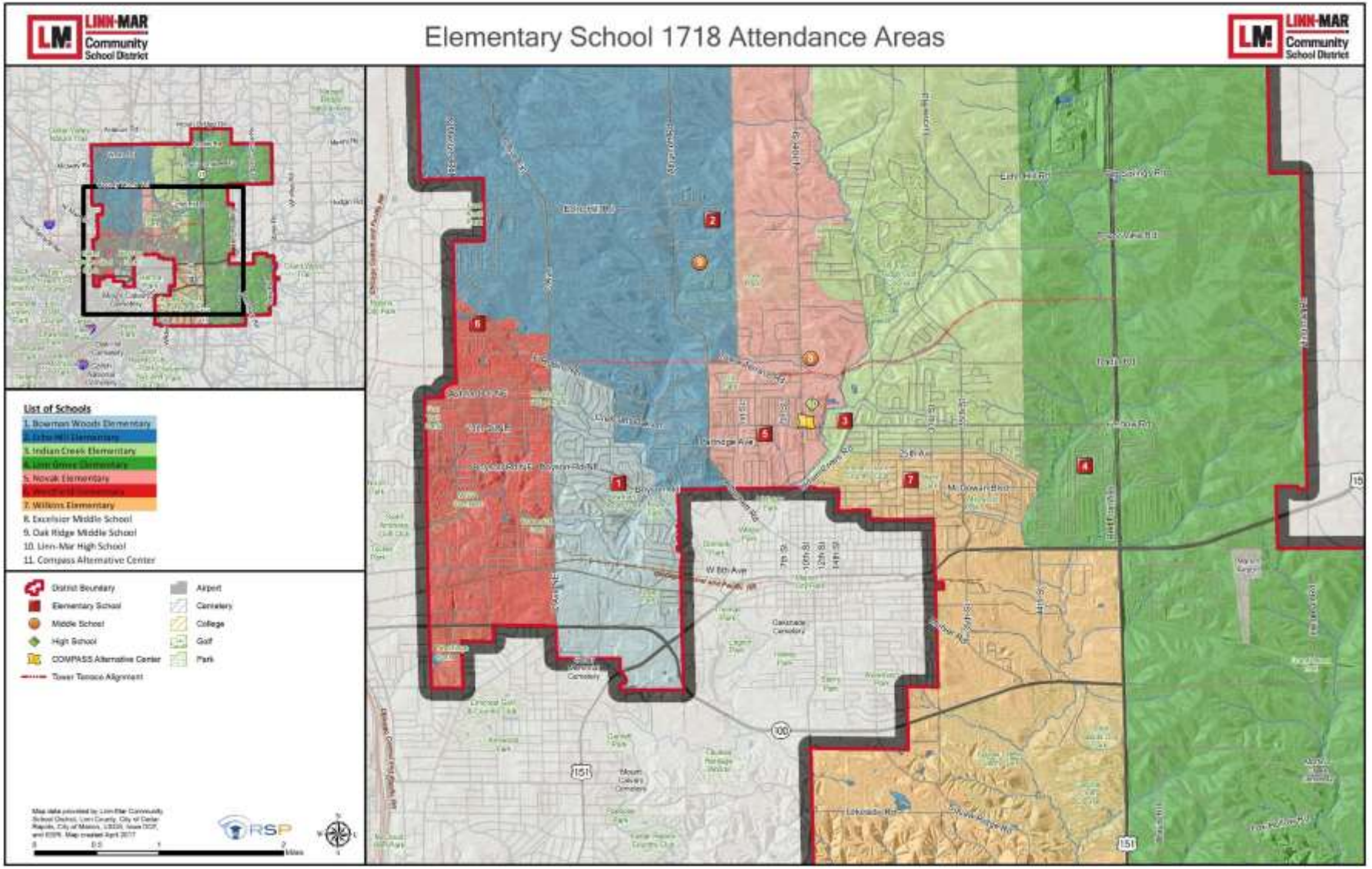
- Bowman Woods (Light Blue)
- Echo Hill **(Blue)**
- Indian Creek (Light Green)
- Linn Grove **(Green)**
- Novak (Pink)
- Westfield **(Red)**
- Wilkins (Yellow)



Elementary Attendance Areas 17/18

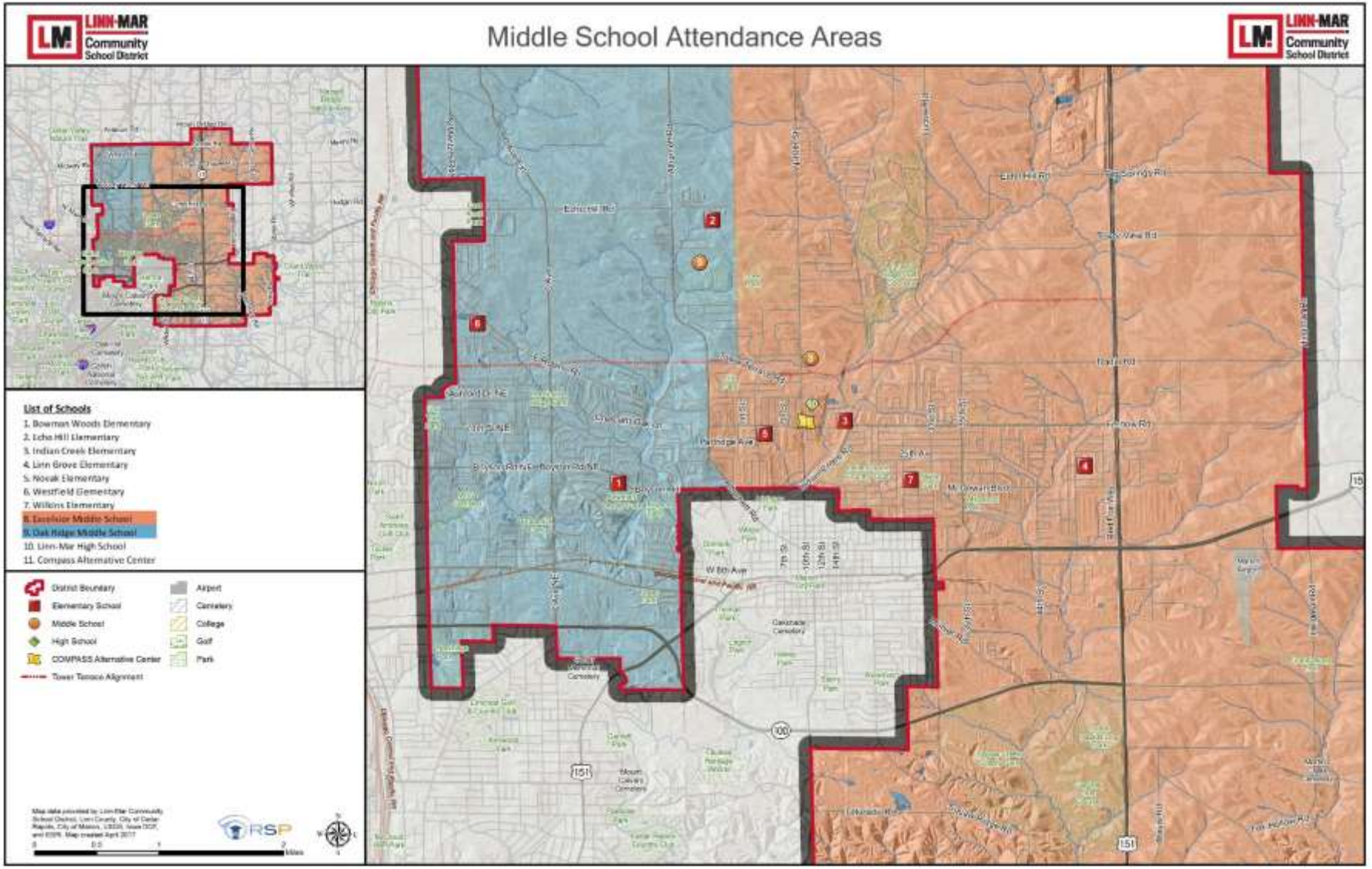
- District Boundary **(Red Line)**
- Major Streets
- Major water features & cultural features
- Attendance Areas

- Bowman Woods (Light Blue)
- Echo Hill **(Blue)**
- Indian Creek (Light Green)
- Linn Grove **(Green)**
- Novak (Pink)
- Westfield **(Red)**
- Wilkins (Yellow)



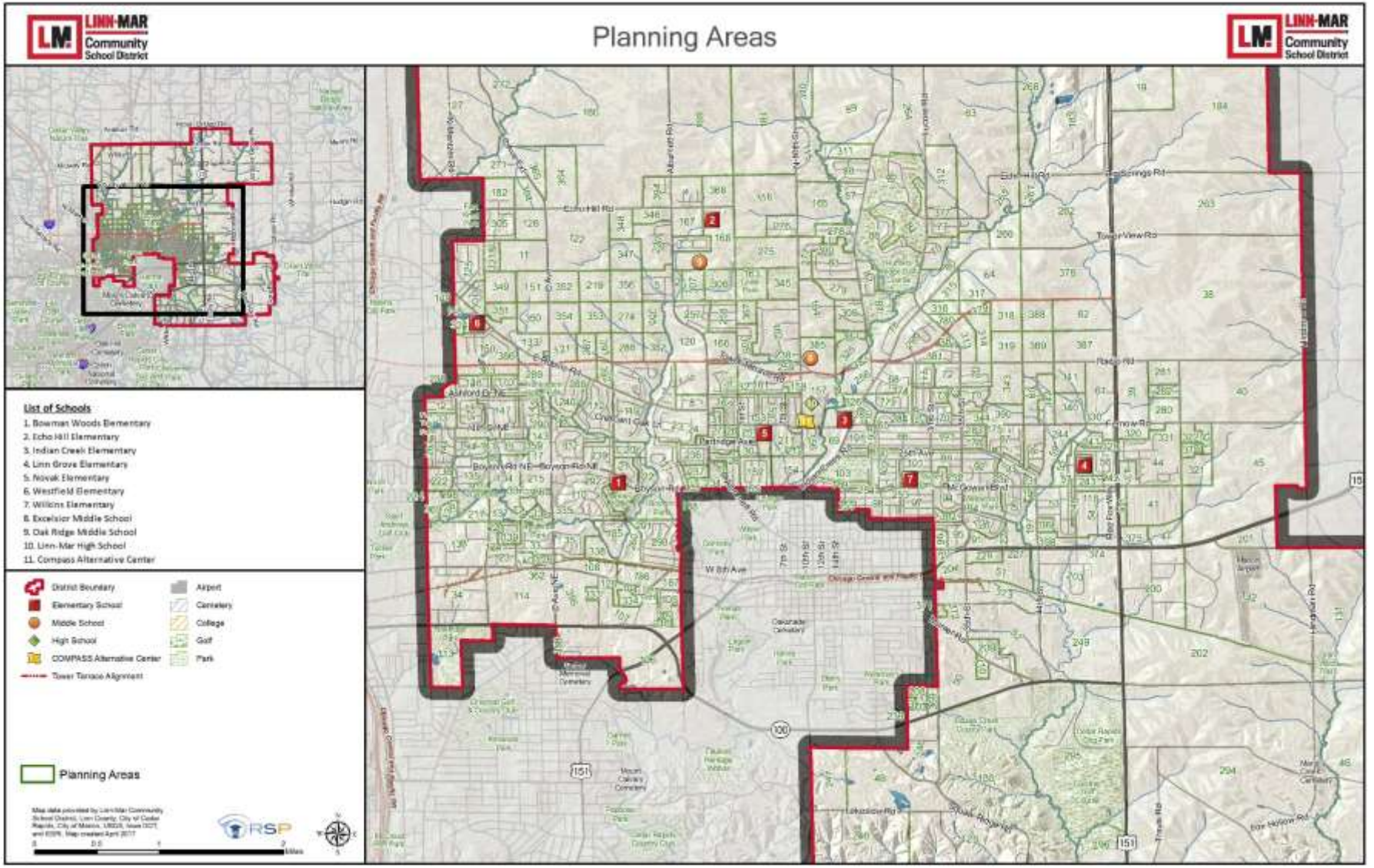
Middle School Attendance Areas 16/17

- District Boundary **(Red Line)**
- Major Streets
- Major water features & cultural features
- Attendance Areas
- Excelsior Middle **(Orange)**
- Oak Ridge **(Blue)**



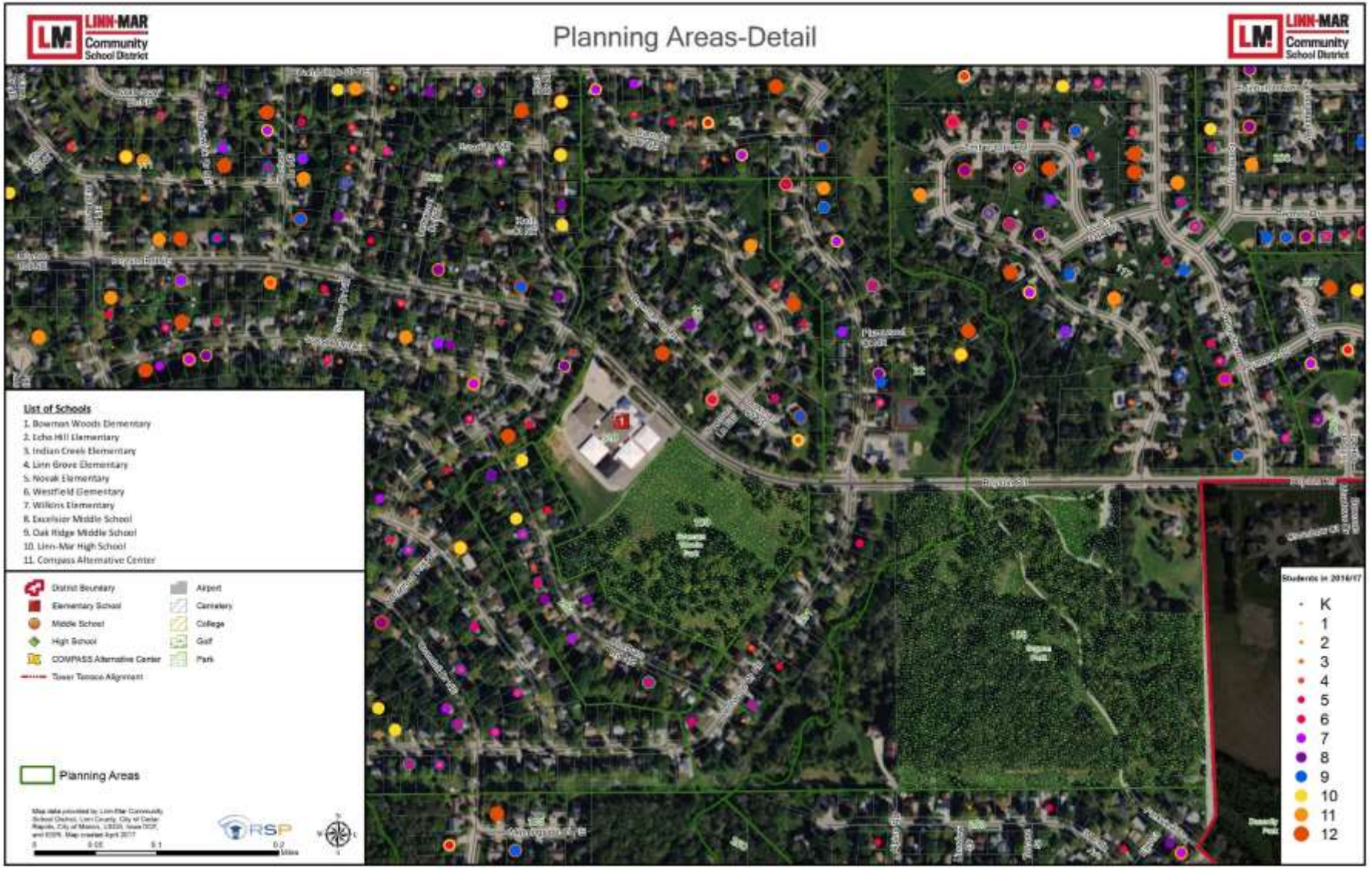
Planning Areas

- By Land Use (Residential, Commercial, Industrial)
- By Residential Density (Single-Family, Mobile Home, Duplex, Apartment)
- By Natural Features (Rivers and Creeks)
- By Manmade Features (Railroad and Streets)
- By Attendance Area
- There over **400** planning areas RSP monitors



Detailed Planning Areas Map

- Zoomed in view of Bowman Woods Elementary
- Displays the power of GIS data & Information
- See where students are located in relation to streets, subdivisions, and parcels.
- Illustrates how the planning areas are tied to development types at the parcel level



Sophisticated Forecast Model

This is the central focus of everything RSP does. The model is based on what is happening in a school district. The best data is statistically analyzed to provide an accurate enrollment forecast. The District will be able to use RSP's reports and maps to better understand demographic trends, school utilization, and the timing of construction projects.

Built-Out

$$S_{c,t,x} = S_{c-1,t-1,x} * GC$$

Let:

S	=	The number of students, either an actual count or a projected count
x	=	A subscript denoting an attendance area in the School District
c	=	Grade level
t	=	Time (Years)
GC	=	Growth component either modeling enrollment increase or decrease based on historical information, expressed as a real number

Developing

$$S_{c,t,x} = S_{c-1,t-1,x} + (BP_{t,x} * R_{c,x})$$

Where:

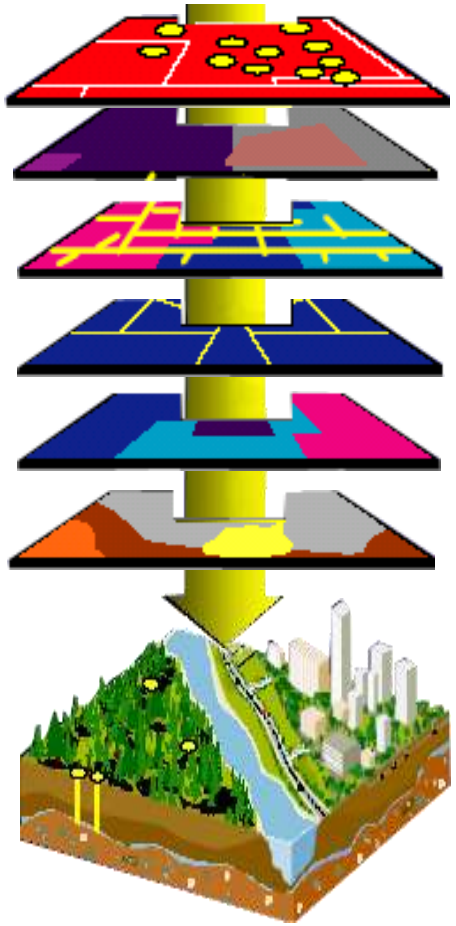
$$BP_{t,x} = \left(\frac{(CP_x)(BT_x)(A_x)}{\sum x (CP_x)(BT_x)(A_x)} \right) * CT$$

Let:

S	=	The number of students, either an actual count or a projected count
x	=	A subscript denoting an attendance area in the School District
c	=	Grade level
t	=	Time (Years)
BP	=	Building permit forecast as given by the Building Permit Allocation Model (BPAM) model
Rc, x	=	Student enrollment ratio of cohort c in planning area x
CP	=	Capacity of a planning area as expressed by available housing units
BT	=	Building history trend of a planning area
A	=	An index which models the likelihood of development
CT	=	Building permit control total forecast

Model Components

- **Cohort Growth**
- **External Growth**
- **Kindergarten Change**
- **Economic Scenarios**



Students & People

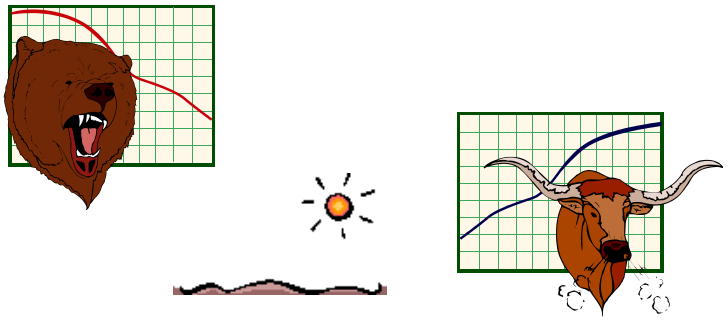
Development

Streets

Attendance Areas

City

County



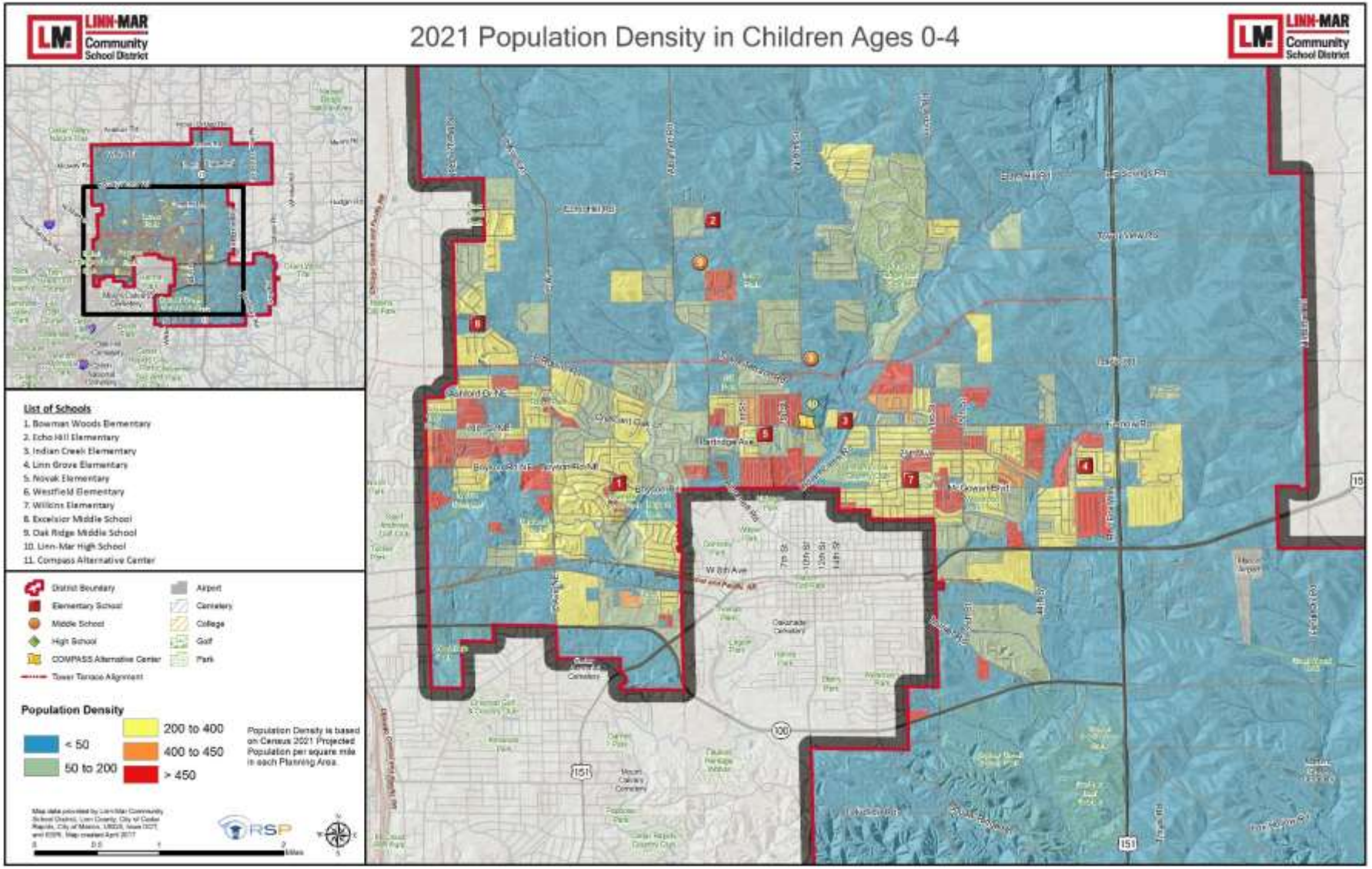
Assumptions For Future

- The future of the economy is a bit uncertain until transition completed
- Mortgage interest rates likely will remain below 6%
- The rate of foreclosures will be stable
- Recirculation of existing homes will be strong
- New areas will be platted for residential development
- Unemployment rates should remain below 6% (Currently about 3.5%)
- Nonresidential developments continue to be built to meet employment demand and need (Sports Complex and other Retail in the plans)
- Fuel prices will remain between $2.00 and $4.00 for the foreseeable future
- Private, Parochial, and Open school enrollment choice remains stable

If more of these variables track toward being positive for the district – likely will exceed RSP likely projection – the converse can also occur – RSP likely projection is what the district should use for planning purposes.

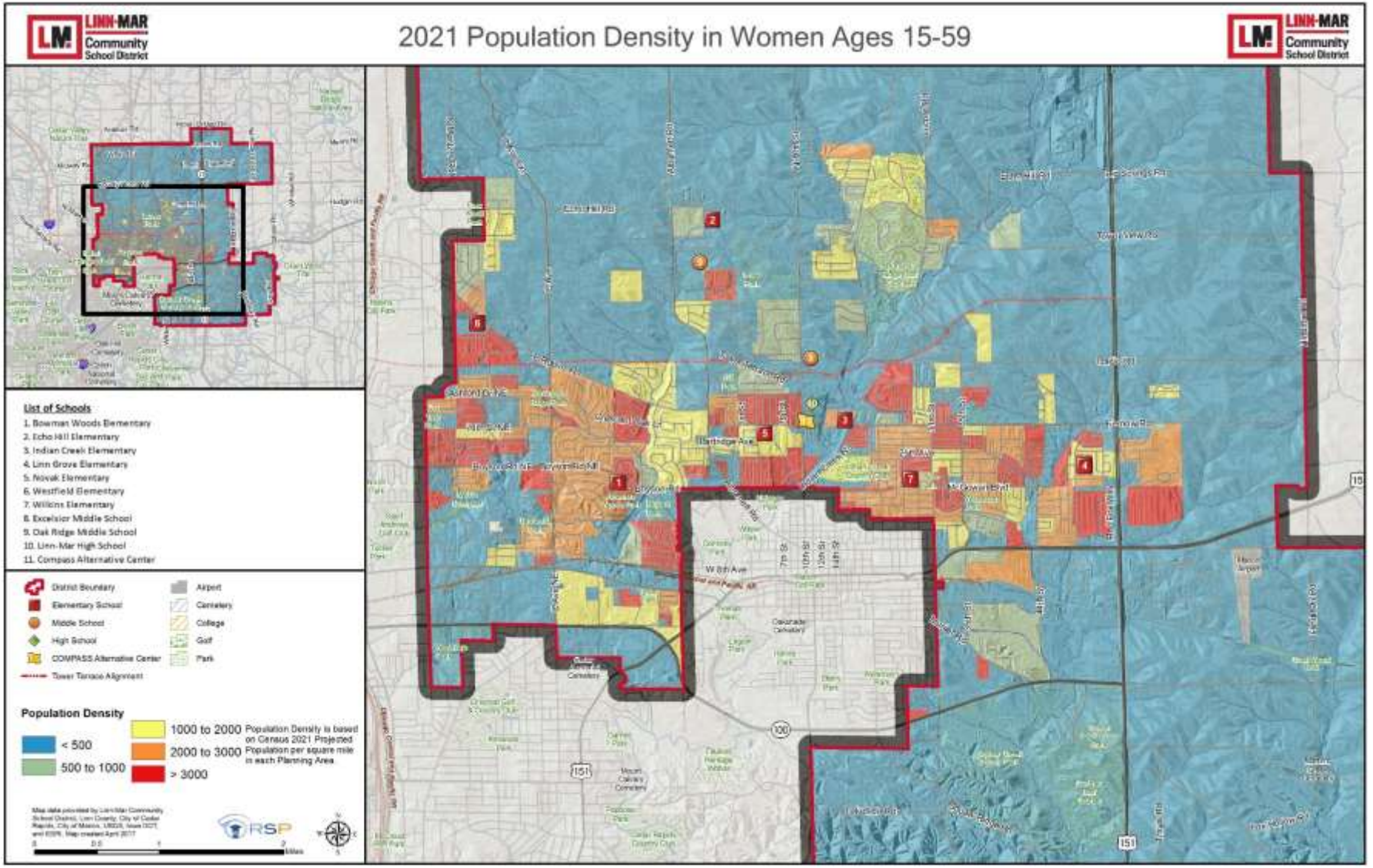
Census Population Ages 0-4 in 2021

- Depicted by Census Block Group
- Density weighted by land area of each Block Group
- Red areas have greatest density, Blue have the least
- This data helps benchmark the projection model choices for future student enrollment



Census Population Women 15-59 in 2021

- Depicted by Census Block Group with 2021 estimates
- Density weighted by land area of each Census Block Group
- Red areas have greatest density, Blue have the least
- This data helps benchmark the projection model choices for future student enrollment



Past School Enrollment

Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Change
2000/01	367	353	375	387	361	383	344	323	321	368	342	343	307	4,574	
2001/02	375	342	359	378	400	358	401	344	320	308	334	298	295	4,512	-62
2002/03	437	327	377	366	378	390	381	394	349	301	298	326	292	4,616	104
2003/04	404	430	351	400	371	397	415	376	407	346	309	306	328	4,840	224
2004/05	476	408	448	366	411	388	398	416	381	415	349	312	309	5,077	237
2005/06	521	394	418	444	356	415	391	403	415	393	421	353	343	5,267	190
2006/07	459	507	442	430	470	394	436	410	429	449	406	414	366	5,612	345
2007/08	542	450	513	456	431	488	408	448	414	440	444	421	436	5,891	279
2008/09	598	483	478	530	468	439	494	420	451	424	443	461	424	6,113	222
2009/10	554	546	508	482	543	468	461	508	426	440	430	453	491	6,310	197
2010/11	555	506	555	506	486	544	480	466	516	432	434	434	461	6,375	65
2011/12	544	525	508	565	512	498	552	478	485	513	426	434	454	6,494	119
2012/13	608	527	528	531	561	523	503	563	488	488	505	433	476	6,734	240
2013/14	535	557	555	526	541	564	530	499	566	507	488	516	477	6,861	127
2014/15	607	527	573	574	542	552	581	542	503	567	491	483	546	7,088	227
2015/16	578	575	533	578	582	554	570	585	545	509	566	491	491	7,157	69
2016/17	569	551	594	565	591	583	569	563	594	562	508	554	475	7,278	121

Source: Iowa Department of Education (2000/01 to 2015/16) and Linn-Mar Community School District (2016/17)

Pig in the Snake Effect – Larger elementary school grades result in larger future middle school grades

- Largest class in 2016/17 – 2nd and 8th grade (594)
- Smallest class in 2016/17 – 12th grade (475)
- Graduating senior class likely similar to the next year incoming Kindergarten class

Enrollment provided by the district – student data is last school day count
Does not include Early Childhood, Home School, Private School, or Parochial School

Past School Enrollment Change

Enrollment Grade Change

From	To	K	K 1st	1st 2nd	2nd 3rd	3rd 4th	4th 5th	5th 6th	6th 7th	7th 8th	8th 9th	9th 10th	10th 11th	11th 12th	Total Change
2000/01	2001/02	8	-25	6	3	13	-3	18	0	-3	-13	-34	-44	-48	-62
2001/02	2002/03	62	-48	35	7	0	-10	23	-7	5	-19	-10	-8	-6	104
2002/03	2003/04	-33	-7	24	23	5	19	25	-5	13	-3	8	8	2	224
2003/04	2004/05	72	4	18	15	11	17	1	1	5	8	3	3	3	237
2004/05	2005/06	45	-82	10	-4	-10	4	3	5	-1	12	6	4	31	190
2005/06	2006/07	-62	-14	48	12	26	38	21	19	26	34	13	-7	13	345
2006/07	2007/08	83	-9	6	14	1	18	14	12	4	11	-5	15	22	279
2007/08	2008/09	56	-59	28	17	12	8	6	12	3	10	3	17	3	222
2008/09	2009/10	-44	-52	25	4	13	0	22	14	6	-11	6	10	30	197
2009/10	2010/11	1	-48	9	-2	4	1	12	5	8	6	-6	4	8	65
2010/11	2011/12	-11	-30	2	10	6	12	8	-2	19	-3	-6	0	20	119
2011/12	2012/13	64	-17	3	23	-4	11	5	11	10	3	-8	7	42	240
2012/13	2013/14	-73	-51	28	-2	10	3	7	-4	3	19	0	11	44	127
2013/14	2014/15	72	-8	16	19	16	11	17	12	4	1	-16	-5	30	227
2014/15	2015/16	-29	-32	6	5	8	12	18	4	3	6	-1	0	8	69
2015/16	2016/17	-9	-27	19	32	13	1	15	-7	9	17	-1	-12	-16	121
3-Yr Avg		11.3	-22.3	13.7	18.7	12.3	8.0	16.7	3.0	5.3	8.0	-6.0	-5.7	7.3	139.0
3-Yr Wavg		-2.2	-25.5	14.2	20.8	11.8	6.3	16.3	-0.2	6.2	10.7	-3.5	-6.8	-0.3	121.3

Source: Iowa Department of Education (2000/01 to 2015/16) and Linn-Mar Community School District (2016/17)

Pig in the Snake Effect – Change varies by grade

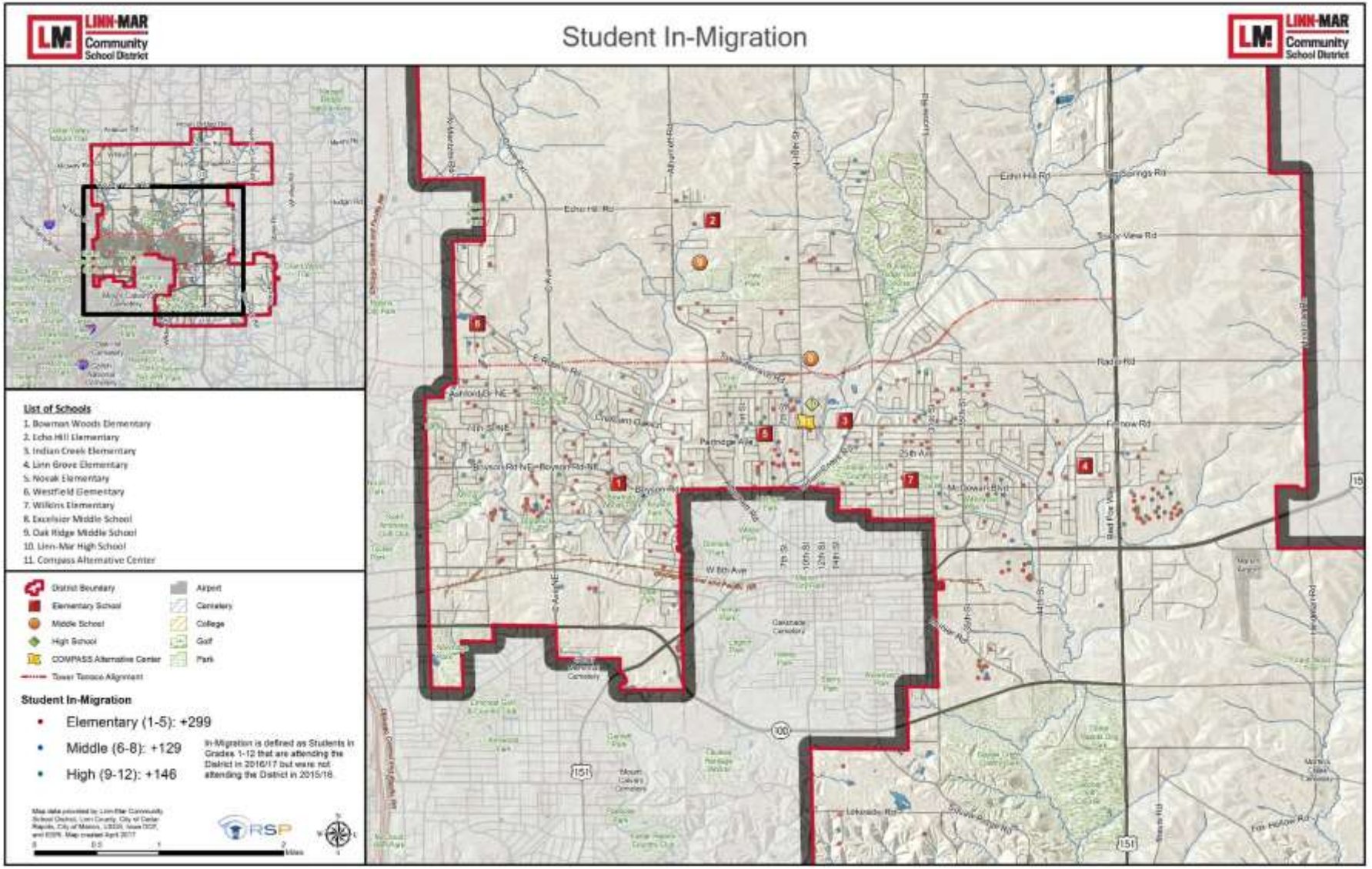
- Largest average class increase – 2nd to 3rd grade (+18)
- Largest average class decrease – Kdg to 1st grade (-22)
- Propensity to have cohort increase in nearly all grades

Enrollment provided by the district – student data is last school day count
Does not include Early Childhood, Home School, Private School, or Parochial School

Student In-Migration

- 2016/17 students who are in 1st through 12th grade that were not attending the District in 2015/16 as Kindergarten through 11th grade

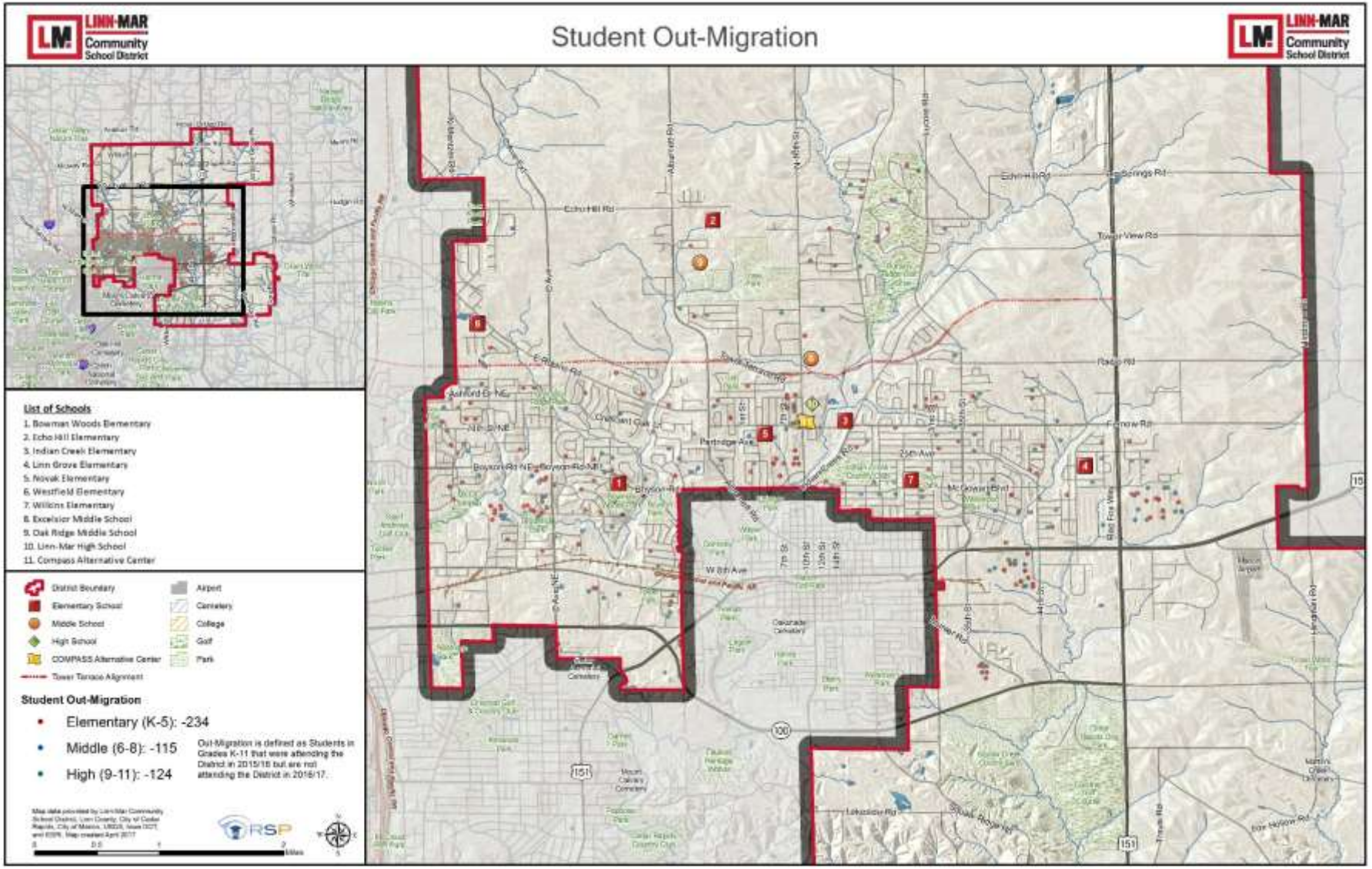
- Who is new to the District that was not attending in previous years?
  - **459** New students in **2012/13**
  - **574** New students in **2016/17**



Student Out-Migration

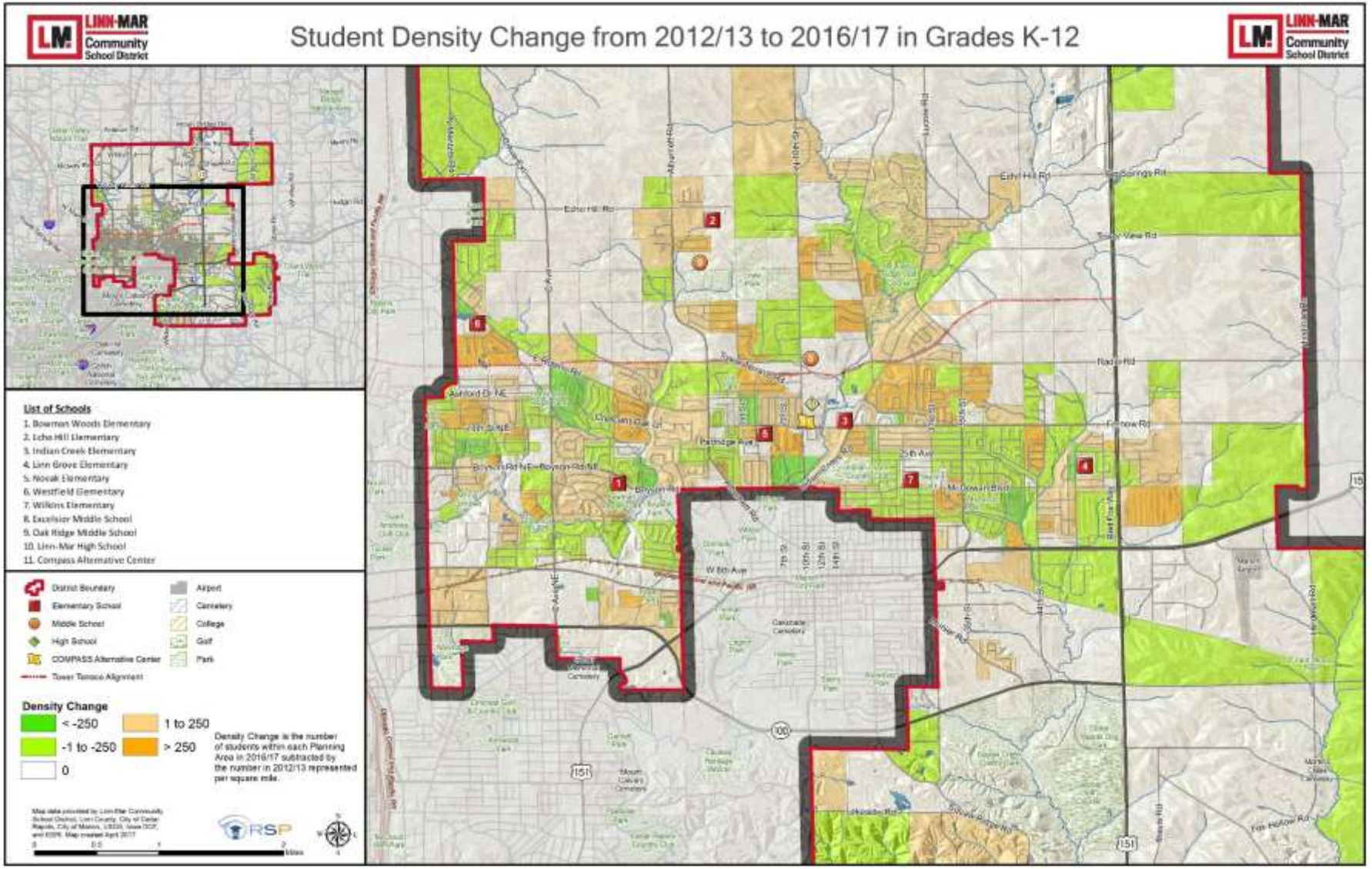
- Students attending the District in 2015/16 who were in Kindergarten through 11th grade that did not attend in 2016/17 as 1st through 12th graders

- Who was in the District that is not attending now?
  - **394** Students left the district in **2012/13**,
    Total Migration +65
  - **473** Students left the district in **2016/17**,
    Total Migration +74



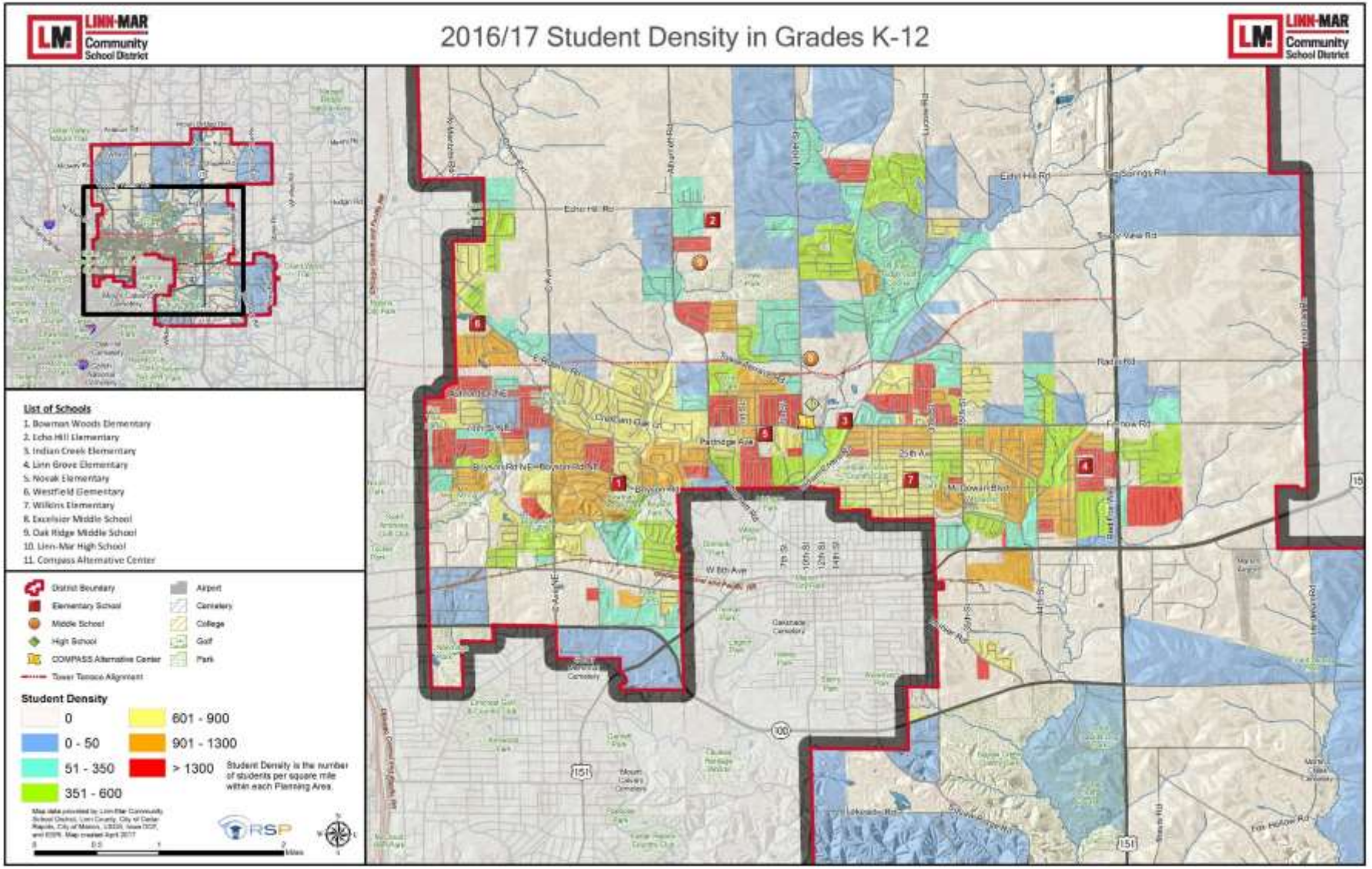
Student Count Change

- Depicts student movement at each Planning Area from 2012/13 to 2016/17
- Orange areas experienced an increase since 2012/13
- Green areas experienced a decrease since 2012/13
- White areas had no net change of students between 2012/13 to 2016/17
- New developments have a greater propensity to have more students in future years.



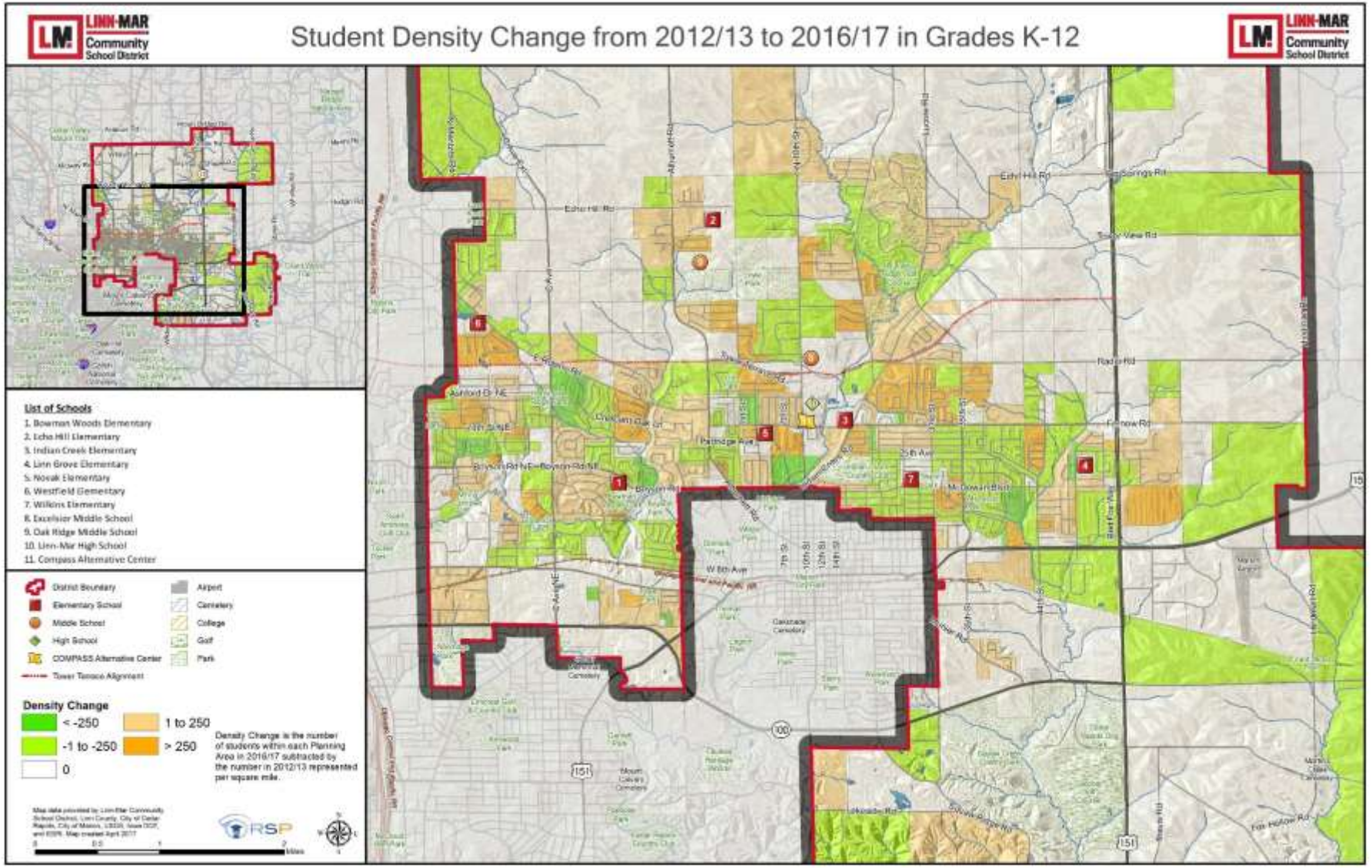
Student Density 2016/17

- The number of students residing in each Planning Area, represented per square mile
- Normalizes by the size of the planning area
- Light pink is least dense, Red is most dense
- Map illustrates dynamic change
- Newer residential inventory likely to have the greatest student density



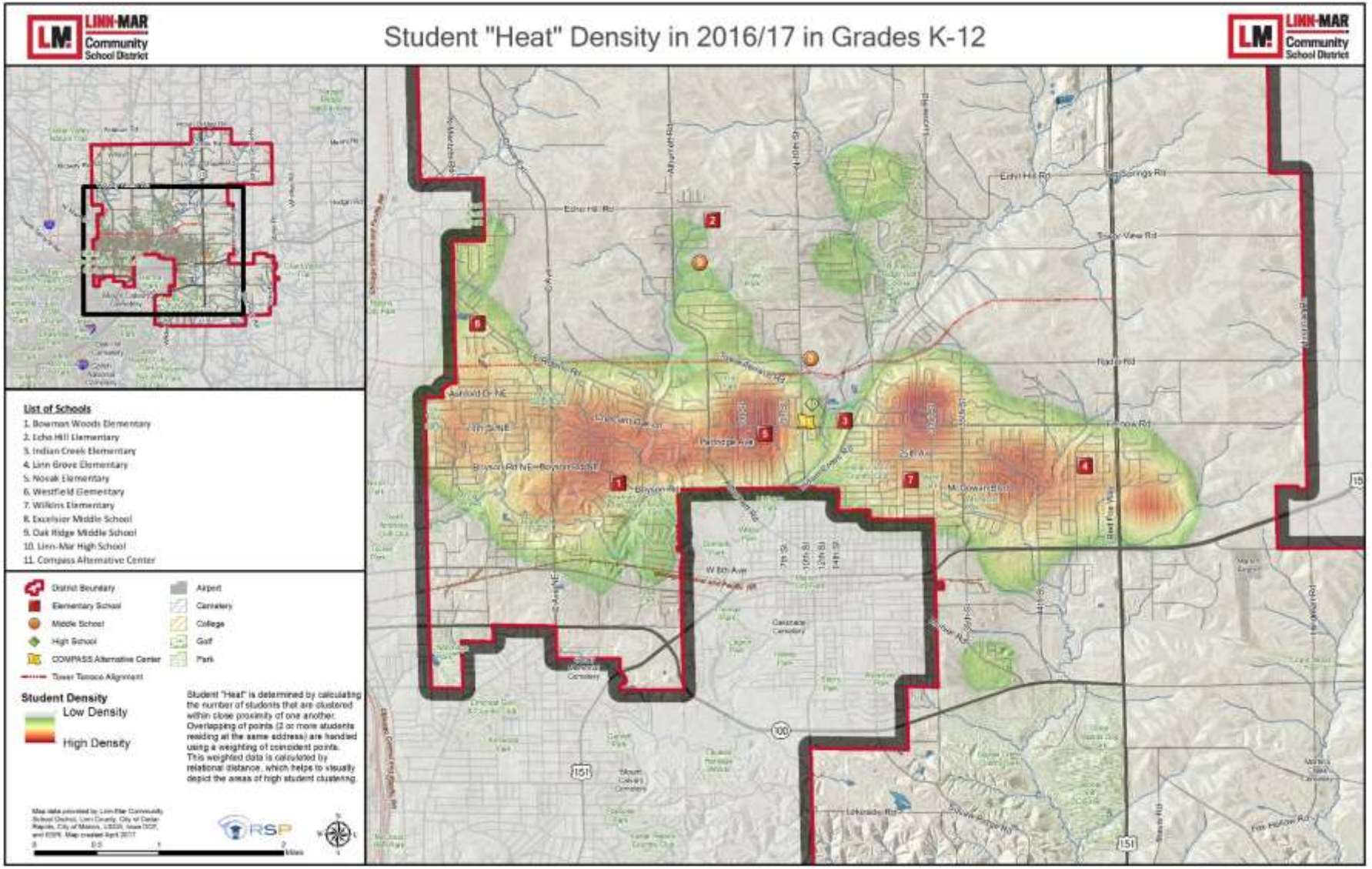
Student Density Change

- Depicts student movement at each Planning Area from 2012/13 to 2016/17
- Enrollment change is weighted by land area of each Planning Area to show density
- Orange areas experienced an increase since 2012/13
- Green areas experienced a decrease since 2012/13
- White areas had no net change of students between 2012/13 and 2016/17
- Shows change in students relative to land area



Student "Heat" Density

- Red areas depict highest, gray as lowest student density
- Overlapping points (2 or more students) are handled using a weighting of coincident points
- This type of analysis can help with understanding student population and geographic proximity to schools



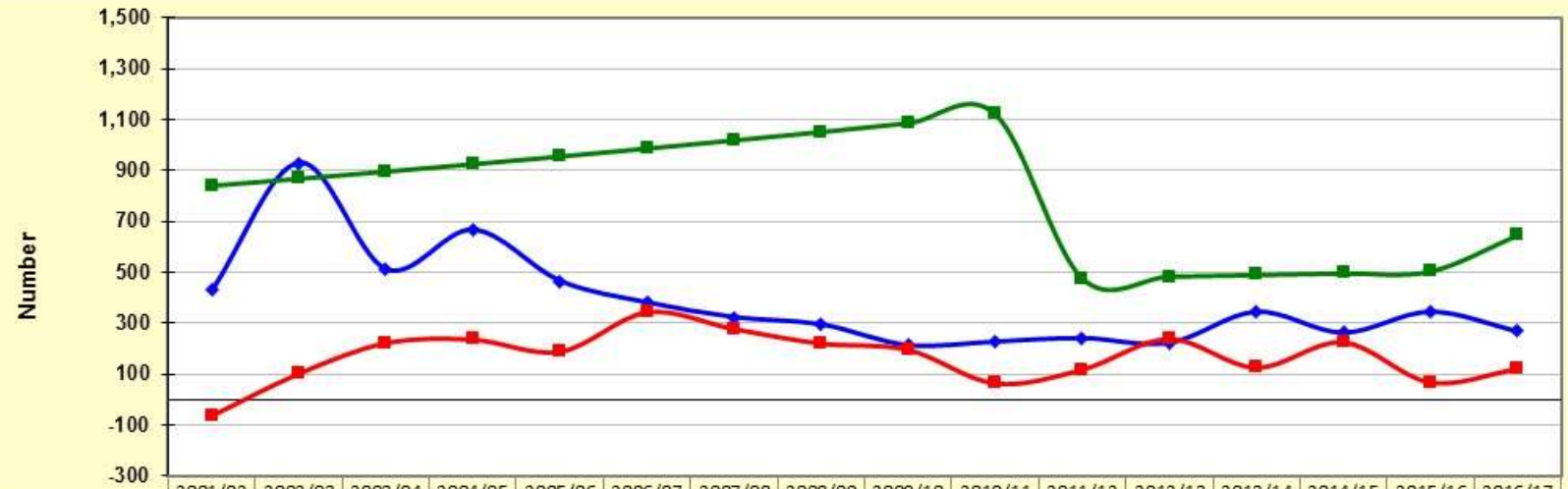
Part Two:

Development Discussion

What has or is Changing

- **Housing market changes** (New plats – millennials as first time buyers?)
- **Economic conditions** (Development happening in many areas)
- **Infrastructure enhancements** (Sewer, water, road infrastructure timing)
- **Future residential growth patterns** (Large amount within district)
- **Demographic trends** (Median age younger than US Average)
- **Enrollment trends** (Slow and steady)
- **Capacity of facilities** (Largely adequate but further study required)

Population, Development, and Enrollment



	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Certificate Occupancy	431	929	511	666	465	381	323	295	213	227	241	222	344	262	344	268
Enrollment Increase	-62	104	224	237	190	345	279	222	197	65	119	240	127	227	69	121
Population Increase	841	869	897	926	956	987	1,019	1,052	1,087	1,123	478	484	490	497	504	645

Source: Linn County, Census Data, Linn-Mar Community Schools, and RSP SFM & Demographic Models

Graphic Explanation

- Census data indicates the area has an increasing population of 500 or more persons
- Student Enrollment growth varies each year seems to increase the year after a surge of permits or decrease when permits drop
- Building activity has been fairly stable between 250 and 350 units a year

What Does This Mean

- The new households moving into the district similar to past yield rates for children to attend school
- With development more likely to be similar to what has been built the last five years should have similar outcome
- Older areas of the community are in the subdivision life cycle to potentially have more children than in the past (housing impact)

Enrollment and Yield Rate

Enrollment Change and Yield Rate of Students

School Year	K to 5 Enrollment	6 to 8 Enrollment	9 to 12 Enrollment	K to 12 Enrollment	Total Units	K to 5 % Change	K to 5 Yield Rate	6 to 8 % Change	6 to 8 Yield Rate	9 to 12 % Change	9 to 12 Yield Rate	K to 12 % Change	K to 12 Yield Rate
2000/01	2,226	988	1,360	4,574	10,124		22.0		9.8		13.4		45.2
2001/02	2,212	1,065	1,235	4,512	10,555	-0.6%	21.0	7.8%	10.1	-9.2%	11.7	-1.4%	42.7
2002/03	2,275	1,124	1,217	4,616	11,484	2.8%	19.8	5.5%	9.8	-1.5%	10.6	2.3%	40.2
2003/04	2,353	1,198	1,289	4,840	11,995	3.4%	19.6	6.6%	10.0	5.9%	10.7	4.9%	40.4
2004/05	2,497	1,195	1,385	5,077	12,661	6.1%	19.7	-0.3%	9.4	7.4%	10.9	4.9%	40.1
2005/06	2,548	1,209	1,510	5,267	13,126	2.0%	19.4	1.2%	9.2	9.0%	11.5	3.7%	40.1
2006/07	2,702	1,275	1,635	5,612	13,507	6.0%	20.0	5.5%	9.4	8.3%	12.1	6.6%	41.5
2007/08	2,880	1,270	1,741	5,891	13,830	6.6%	20.8	-0.4%	9.2	6.5%	12.6	5.0%	42.6
2008/09	2,996	1,365	1,752	6,113	14,125	4.0%	21.2	7.5%	9.7	0.6%	12.4	3.8%	43.3
2009/10	3,101	1,395	1,814	6,310	14,338	3.5%	21.6	2.2%	9.7	3.5%	12.7	3.2%	44.0
2010/11	3,152	1,462	1,761	6,375	14,565	1.6%	21.6	4.8%	10.0	-2.9%	12.1	1.0%	43.8
2011/12	3,152	1,515	1,827	6,494	14,806	0.0%	21.3	3.6%	10.2	3.7%	12.3	1.9%	43.9
2012/13	3,278	1,554	1,902	6,734	15,028	4.0%	21.8	2.6%	10.3	4.1%	12.7	3.7%	44.8
2013/14	3,278	1,595	1,988	6,861	15,372	0.0%	21.3	2.6%	10.4	4.5%	12.9	1.9%	44.6
2014/15	3,375	1,626	2,087	7,088	15,634	3.0%	21.6	1.9%	10.4	5.0%	13.3	3.3%	45.3
2015/16	3,400	1,700	2,057	7,157	15,978	0.7%	21.3	4.6%	10.6	-1.4%	12.9	1.0%	44.8
2016/17	3,453	1,726	2,099	7,278	16,246	1.6%	21.3	1.5%	10.6	2.0%	12.9	1.7%	44.8

Source: Linn County and Linn-Mar Community School District

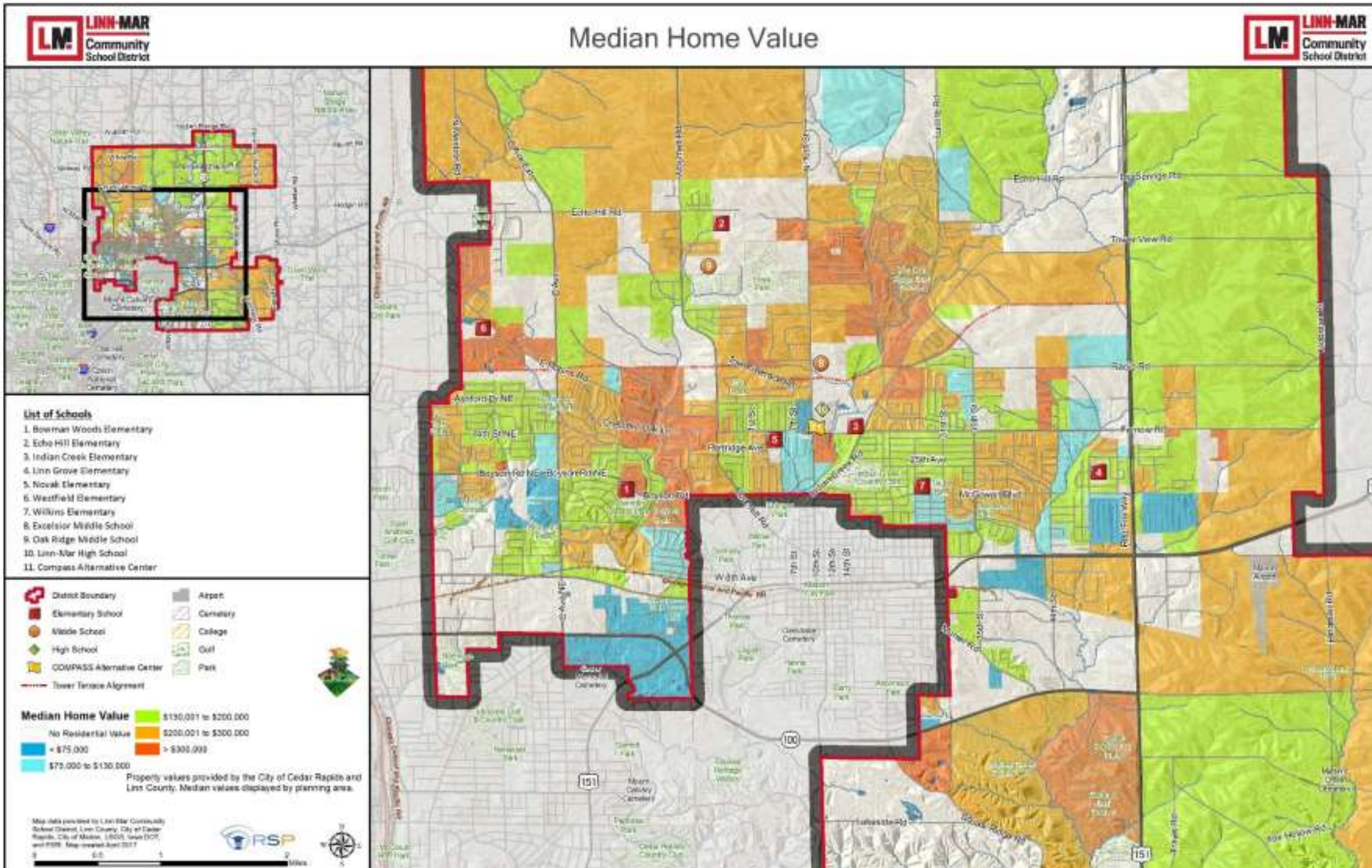
Note: Yield rate is number of students per 100 units

Graphic Explanation

- Since 2000, the number of units in the district increased by over 6,000 (>60%)
- In 2000/01 for every 100 units the district had about 45 K-12 students, this comparison slightly decreased from that in 2016/17
- Overall the district yield rate is lower than it was in 2000/01, this is the influence of changing demographics
- Elementary, High School and overall District yield rates are slightly smaller than 2000/01
- Middle School higher than 2000/01
- Adding more newer housing inventory typically can decrease the overall yield rate – type of housing must be monitored

Median Home Value

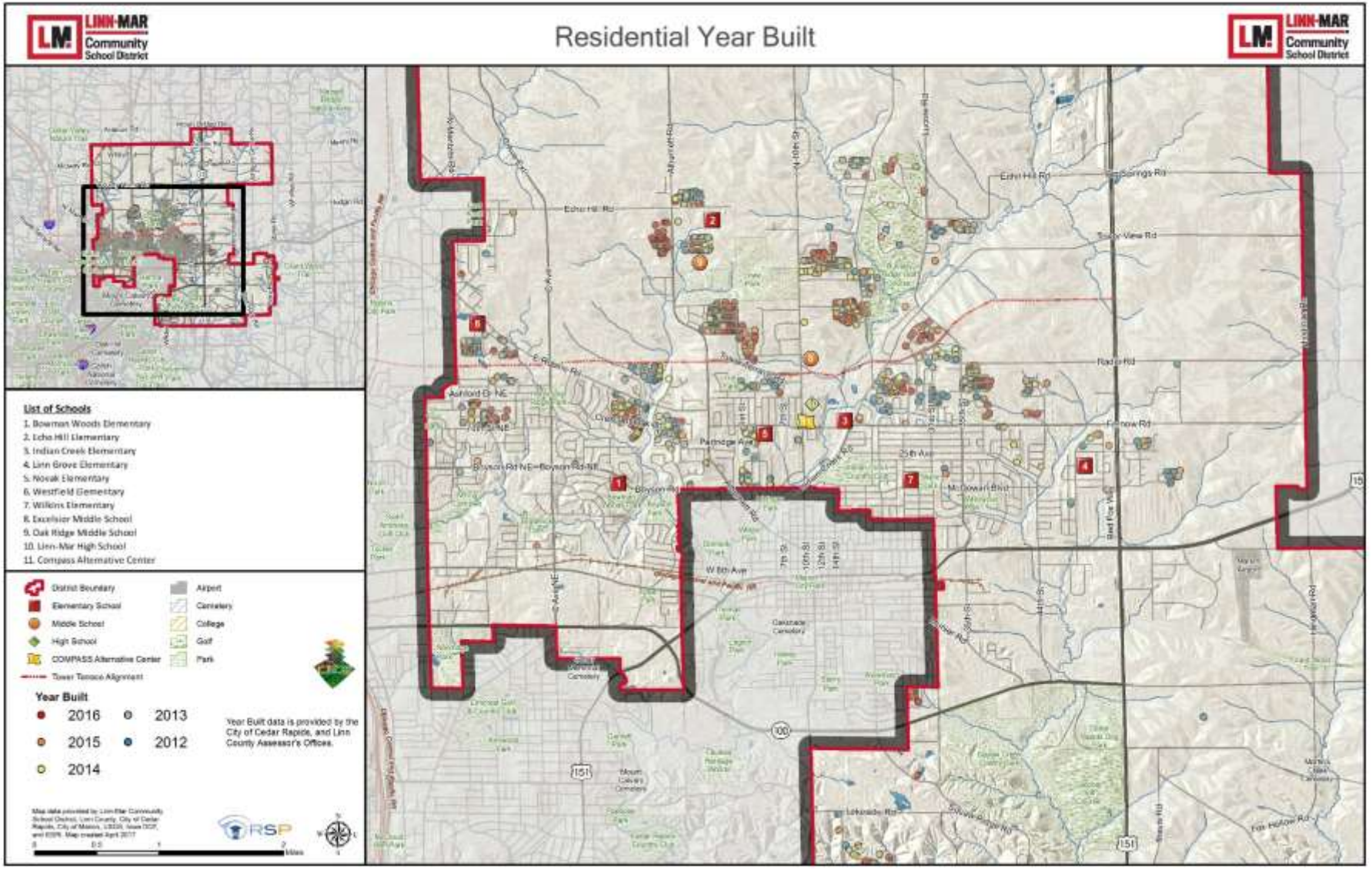
- Based on assessed Home Value as provided and maintained by the Linn County Assessor's Office
- Depicted by Median Value in each Planning Area
- Home values likely correlated to socio-economic status
- Areas shaded in orange and red have the greatest Median Home Value
- Areas shaded in blue represent the greatest affordability



Residential Year Built

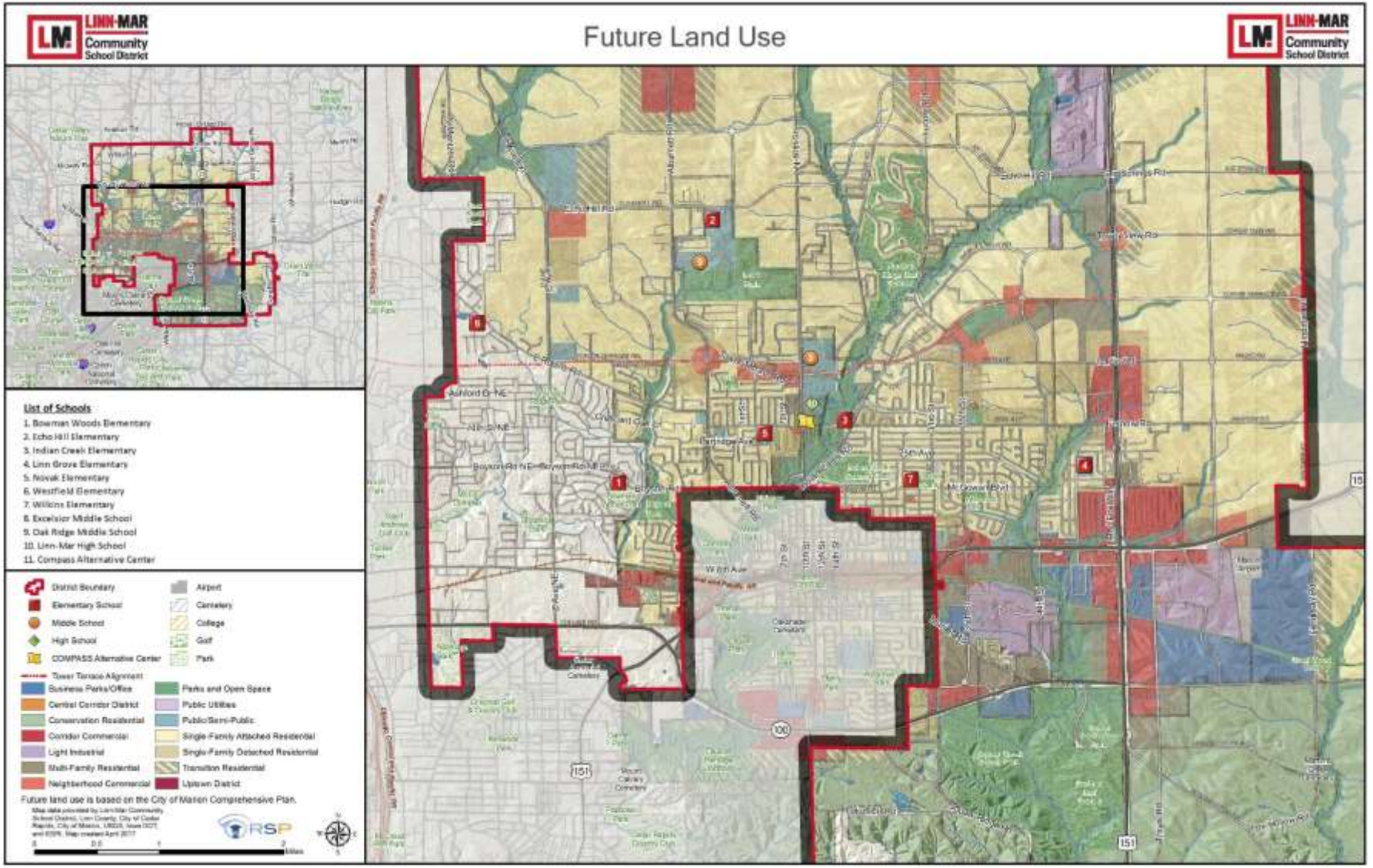
- Where has the growth been?
- Will this impact enrollment?
- Will the development continue as initially planned?

- Colors of dots represent a specific year according to Linn County Assessor



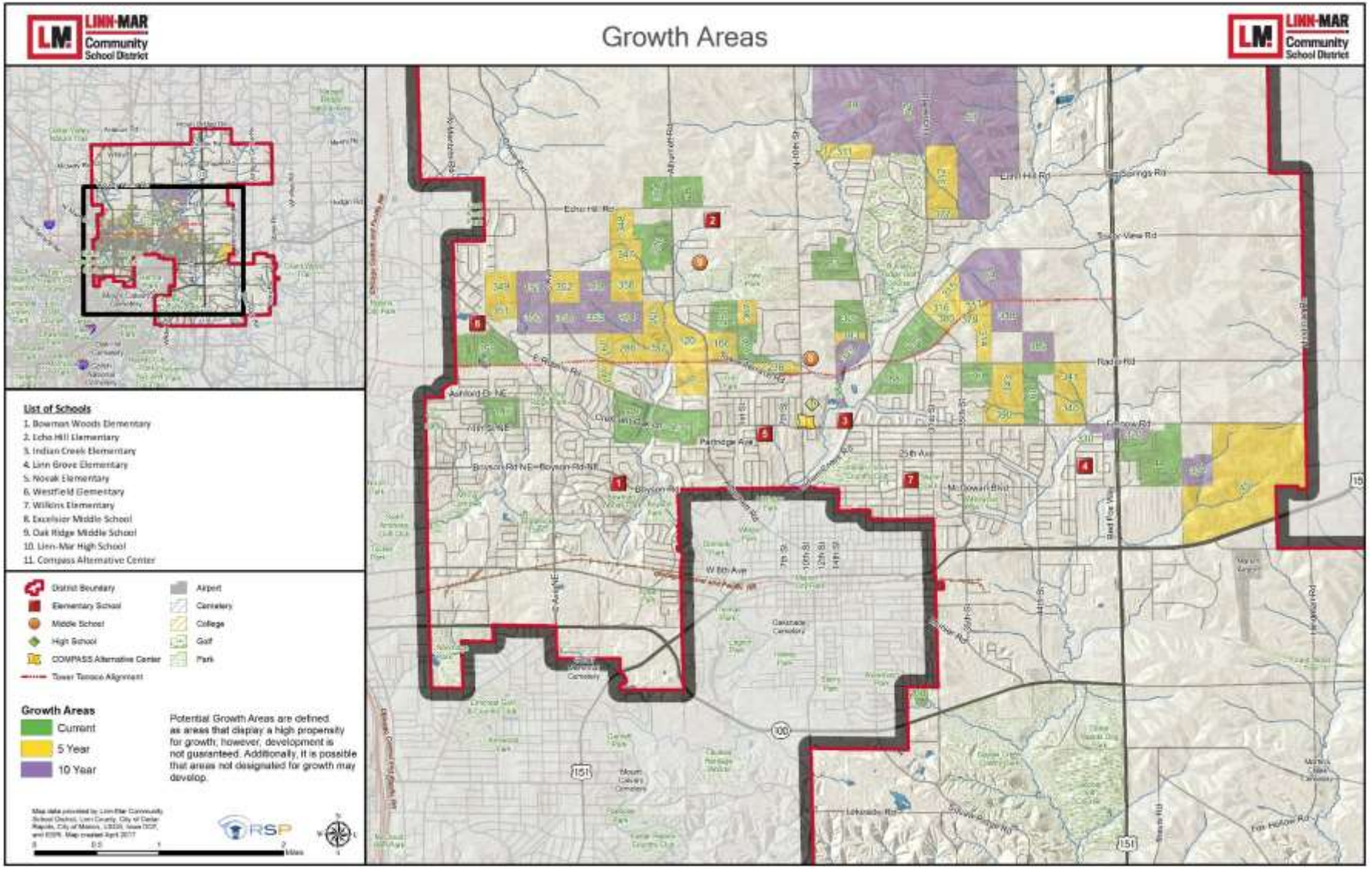
Future Land Use

- Identifies possible areas that could develop
- Is development changing – will it impact enrollment and use of facilities?
- Will residential development continue to build out into the rural/agricultural areas of the District?
- Yellow and Orange areas represent residential



Current & Potential Growth Areas

- Where will the growth be?
- Identifies where development activity is happening (green)
- Identifies possible areas that could develop (yellow and orange)
- Annexation will be needed for other areas to emerge
- The market and property owner desire to build guides the timing of development
- Other properties not shown might develop while some shown might not develop



Development Conclusions

- There are abundant residential development opportunities available within the district boundary as infrastructure improvements allow
- Housing stock median year built is 1974, past decade has seen a 11.8% growth in residential building permits
- Tower Terrace Road expansion and connection to a future I-380 Hwy interchange will influence development in the community
- Current residential development is concentrated largely in the west portion of the Linn-Mar District, largely along Alburnett Rd
- Future residential development activity outlook is promising – mostly concentrated just north of Echo Hill Rd
- Timing of new development will determine the speed of future enrollment increase

Part Three:

Enrollment Projections Discussion

Projection Accuracy – Four Years Later

Elementary

- Projected: 3,471
- Actual: 3,453
- Accuracy: 99.5%

Middle School

- Projected: 1,743
- Actual: 1,726
- Accuracy: 99.0%

High School

- Projected: 2,105
- Actual: 2,099
- Accuracy: 99.7%

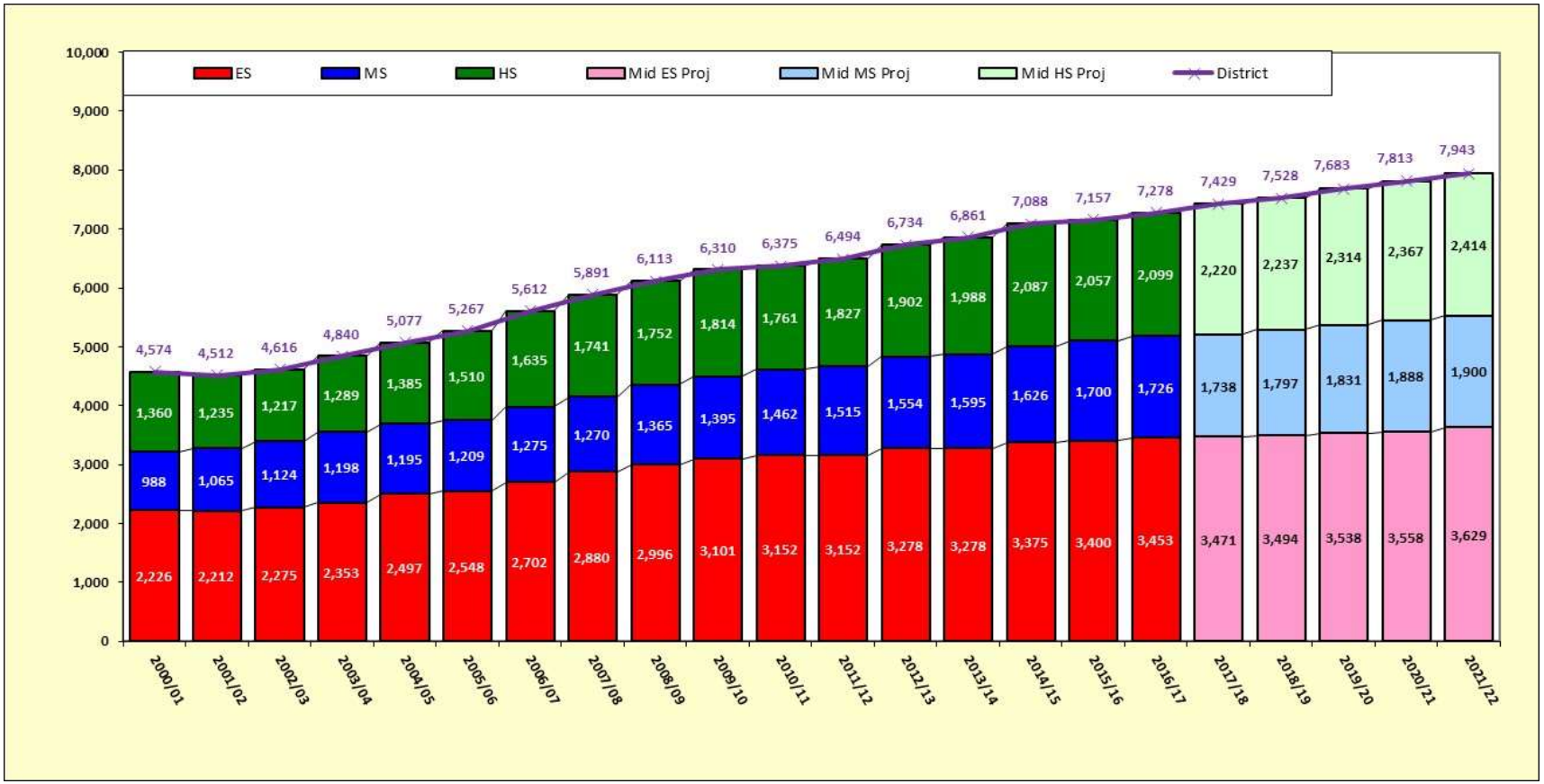
District

- Projected: 7,319
- Actual: 7,278
- Accuracy: 99.4%

Notes:

- **This accuracy is the 4th year of the 2012/13 RSP projections**
- Demographic shifts with millennials impacting future enrollment (Jobs, Jobs, Jobs)
- Many areas of the community having significant demographic shifts influencing changes in enrollment (Type of households not generating similar yield rates of students)
- A good portion of analysis spent on what future kindergarten grades will be

Past, Current, & Future Enrollment



Source: Linn-Mar Community Schools and RSP SFM & Demographic Models

- District increases by over 600 students (9.1%) (1.3% to 2.1% a year)
- Elementary increases by nearly 200 students (+5.1%) (0.2% to 2.0% a year)
- Middle School increases by almost 200 students (+10.1%) (0.5% to 3.5% a year)
- High School increases by over 300 students (+15.0%) (0.5% to 6.0% a year)

Enrollment provided by the district – student data is last school day count
Does not include Early Childhood, Home School, Private School, or Parochial School

Elementary Enrollment Projections

School	School Capacity	Student Location	Past School Enrollment 2016/17	Projections Based on Residence 2017/18	2018/19	2019/20	2020/21	2021/22
Bowman Woods Elementary		Reside/Attend	453					
K to 5th	500	Reside	482	464	449	437	428	431
		Attend	487					
Echo Hill Elementary		Reside/Attend	566					
K to 5th	600	Reside	602	465	462	487	500	531
		Attend	606					
Indian Creek Elementary		Reside/Attend	493					
K to 5th	500	Reside	569	585	600	599	607	647
		Attend	530					
LInn Grove Elementary		Reside/Attend	453					
K to 5th	600	Reside	485	481	501	510	523	534
Prek Not shown in enrollment		Attend	516					
Novak Elementary		Reside/Attend	372					
K to 5th	600	Reside	417	429	433	450	450	455
		Attend	444					
Westfield Elementary		Reside/Attend	404					
K to 5th	600	Reside	427	577	576	583	585	575
Prek Not shown in enrollment		Attend	425					
WIlkins Elementary		Reside/Attend	415					
K to 5th	500	Reside	471	470	473	472	465	456
		Attend	445					
ELEMENTARY TOTAL								
K to 5th	3,900	Reside	3,453	3,471	3,494	3,538	3,558	3,629
		Attend	3,453					

Source: RSP & Associates, LLC - May 2017

Over School Capacity

Note 1: Student Projections are based on the residence of the student.
Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each school
Note 3: Transfers between schools are not factored into the Projections
Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)
Note 5: Each planning area is assigned the 2017/18 Elementary and Middle School attendance area
Note 6: School capacity provided by the District
Note 7: Reside is based on the student home address
Note 8: Attend is based on which facility the student attends
Note 9: Reside/Attend are the students who reside in the attendance area that they have chosen to attend

The Elementary Attendance Area Change for 2017/18 is shown in the projections

Secondary Enrollment Projections

School	School Capacity	Student Location	Past School Enrollment 2016/17	Projections Based on Residence 2017/18	2018/19	2019/20	2020/21	2021/22
Excelsior Middle School		Reside/Attend	944					
6th and 8th	1,100	Reside	978	917	971	1,013	1,058	1,082
		Attend	972					
Oak Ridge Middle School		Reside/Attend	720					
6th and 8th	750	Reside	748	821	826	818	830	818
		Attend	754					
Linn Mar High School								
9th to 12th	2,400	Reside	2,099	2,220	2,237	2,314	2,367	2,414
		Attend	2,099					
ELEMENTARY TOTAL								
K to 5th	3,900	Reside	3,453	3,471	3,494	3,538	3,558	3,629
		Attend	3,453					
MIDDLE TOTAL								
6th to 8th	1,850	Reside	1,726	1,738	1,797	1,831	1,888	1,900
		Attend	1,726					
HIGH TOTAL								
9th to 12th	2,400	Reside	2,099	2,220	2,237	2,314	2,367	2,414
		Attend	2,099					
DISTRICT TOTALS								
K to 12th	8,150	Reside	7,278	7,429	7,528	7,683	7,813	7,943
		Attend	7,278					

Source: RSP & Associates, LLC - May 2017

Over School Capacity

Note 1: Student Projections are based on the residence of the student.
Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each school
Note 3: Transfers between schools are not factored into the Projections
Note 4: The Enrollment Model assumes ES(K-5) MS(6-8) and HS (9-12)
Note 5: Each planning area is assigned the 2017/18 Elementary and Middle School attendance area
Note 6: School capacity provided by the District
Note 7: Reside is based on the student home address
Note 8: Attend is based on which facility the student attends
Note 9: Reside/Attend are the students who reside in the attendance area that they have chosen to attend

Part Four:

Next Steps

Key Considerations

The following items will assist in ensuring the district is able to advance its educational goals:

- Study the impact of future educational programming that will be integrated into the schools and its relation to capacity
- Specialized program locations may influence how a neighborhood changes or where that program could be located
- Type of residential development and how affordable it is will determine likely location and number of students
- Annually review enrollment projections
- The non resident student enrollment pressures will be a challenge for the district
- District administration and the School Board further study the enrollment, demographic, and development information
- Administration continues to examine utilization opportunities to improve the student education experiences as a restructure plan is implemented
- Continue to make decisions and communicate that information to the community so they can understand how educational opportunities will support World Class Education

NOTES