



TO: Members of the Board of Education

FROM: Andrew Statz, Executive Director of Accountability
Chad Wiese, Executive Director of Building Services
Kelly Ruppel, Chief Financial Officer

DATE: December 13, 2018

SUBJECT: Fall 2018 Enrollment Report Implications and Next Steps

The annual Fall 2018 enrollment reports will be shared publicly on December 13. This memo is designed to accompany the annual release of these reports to provide context to the Board of Education as it relates to ongoing conversations regarding Building Excellence and long-range facility planning, including discussions around the over/under capacity in a few of our current buildings and the impact current programming (2x charters, vouchers, alternatives, and English Language Learner (ELL) programs) has on our enrollment projections.

Long Range Facilities Implications

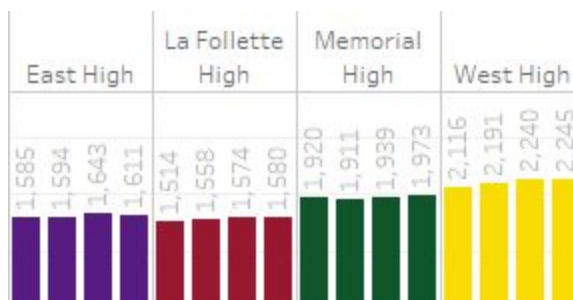
Ultimately the goal of Building Excellence is to ensure that the district provides safe, healthy, and sufficient school facilities in the short term while planning to meet the future school needs of the Madison community as it grows and changes in the long term. This effort will help ensure that MMSD remains a thriving, diverse, urban school district that is more than competitive with the smaller suburban and rural school districts that surround MMSD.

With an average school facility age of fifty-five years, the district's school facilities are in need of strategic level reinvestment and renovation. Beyond obvious renovation needs, some schools have excess capacity while others are operating at or beyond maximum capacity. A few key areas lack an elementary school within their neighborhood. Programming decisions also impact capacity, with all-day 4K and ELL program strategies being two obvious examples. Finally (and illogically) MMSD's boundary does not mirror that of the City of Madison, with much of the City's future residential growth occurring outside of the current MMSD boundary, thus segregating these future City neighborhoods from MMSD.

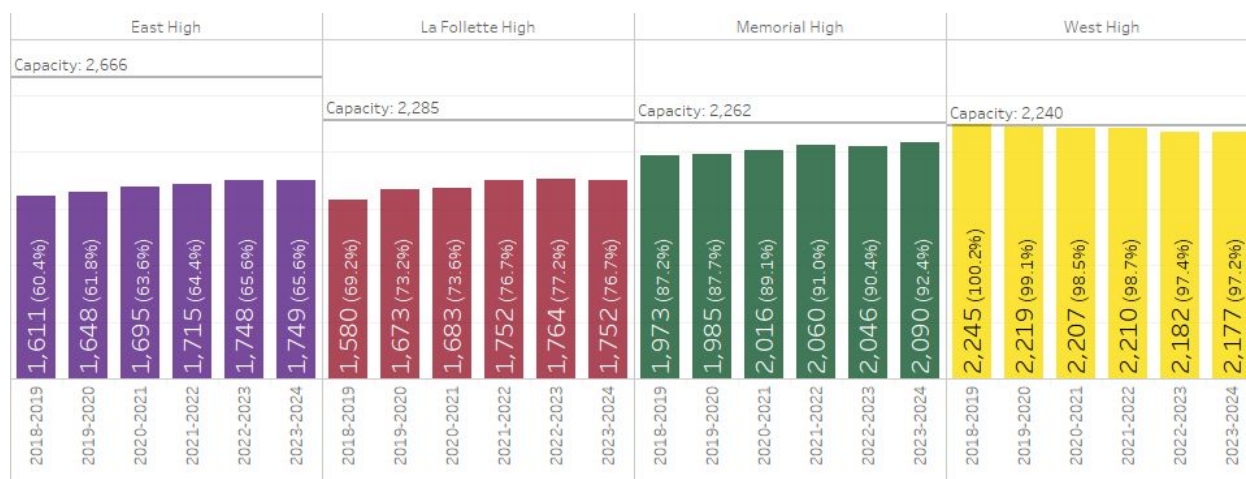
Factors like these are at the center of our long-range planning work. The annual enrollment reports are important data inputs into the planning process, and we would like to highlight a few areas that our long-range facility planning work will focus on.

High Schools. Building Excellence, our strategic assessment of MMSD facilities and facility planning effort, will help guide facility reinvestment decisions, including recommendations for our high schools, which will be discussed at the January 2019 Operations Work Group meeting. Building Excellence also will include looking at capacity in both the short and longer terms.

The graphic at right shows enrollment trends over the last four years at each of our comprehensive high schools. We see that all four high schools have increased their enrollment slightly, with the largest increase happening at West, which is already the largest high school by more than 200 students.



The graphic below illustrates Fall 2018 enrollment, as well as a projection for each of the next five years, at each of our comprehensive high schools. The horizontal gray lines represent capacity based on current facilities.

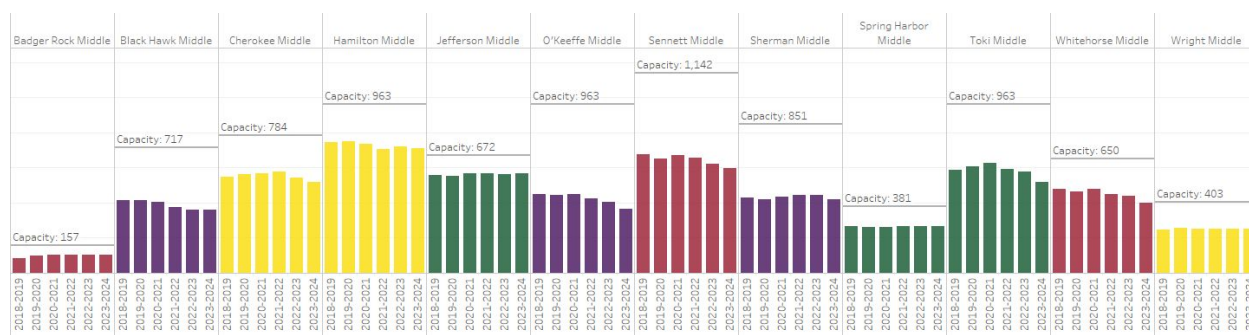


In addition to the renovations that all our high schools need to be positioned for the future, two capacity issues are apparent. In the near term, West High School's capacity concerns are a constant need. Despite West High School being effectively closed to new Internal Transfers, the school is at full capacity and is not properly configured to serve its current enrollment. West is in need of additional classroom space and multi-use collaboration areas. West's enrollment has increased by more than 125 students over the last several years even as the net impact of Internal Transfers on West has decreased, suggesting that Internal Transfer management alone may not be enough. Also, future residential growth on the farthest west side of Madison is expected to cause capacity problems for James Madison Memorial High School. Our facility planning for the high schools will address both of these issues.

East High School and La Follette High School have sufficient overall capacity relative to projected enrollment. These schools are in need of renovation to better support instruction and to improve operating efficiency.

We look forward to a discussion on the high schools in the January 2019 Operation Work Group.

Middle Schools. The annual enrollment reports shows that MMSD has supported smaller middle schools over the years, with seven of the twelve middle schools enrolling fewer than five hundred students each. Overall middle school enrollment is expected to decrease by seven percent in the next five years, although long-term enrollment is expected to be stable. Our current analysis is that our middle schools are located across the city in areas where we need them for enrollment and transportation purposes. Future enrollment projections do not point to the need for additional capacity in our middle schools. The graphic below illustrates current enrollment and a five-year projection for each middle school, with gray lines showing capacity based on current capacities and schools colored by high school they feed into. This graphic illustrates why we do not anticipate capacity concerns at any middle school over the next five years.



However, as a group, the middle schools are in need of significant reinvestment to meet the demands of our current and future generations of students, especially the older middle schools that were originally built as elementary schools. The facilities planning team is focusing on maintenance and transformative renovation of existing middle schools in line with our Facility Condition Index to give the middle schools the attention they need and deserve. Facility planning work will be informed by the future direction of the middle level instructional program.

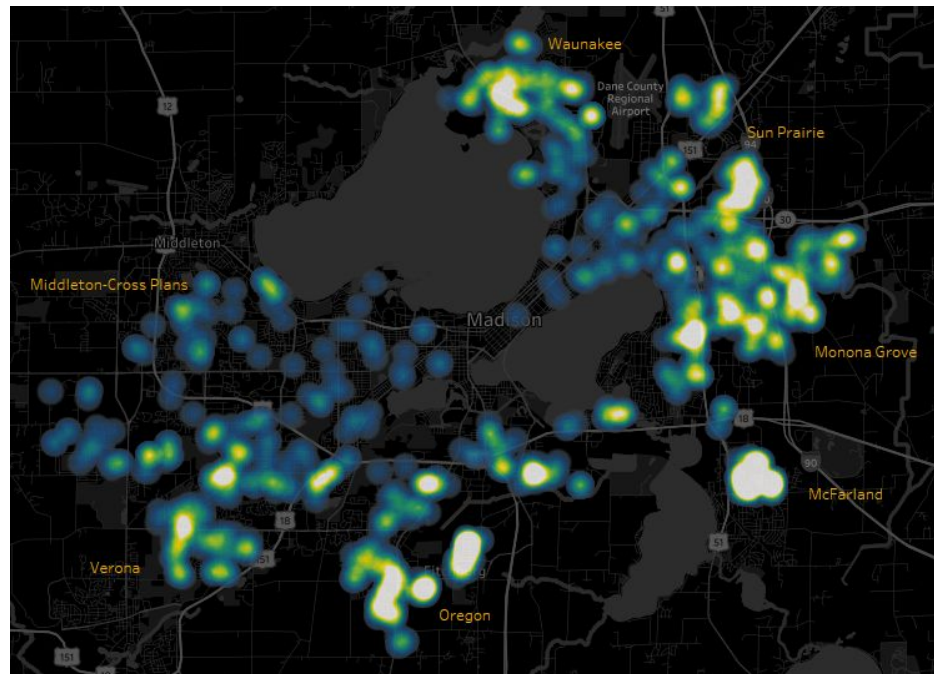
Elementary Schools. The annual enrollment reports shows that MMSD's current 4K through Grade 5 enrollment of 13,574 has decreased by five percent since the September 2014 count of 14,327 reflecting a nationwide trend. Since short-term enrollment projections are heavily influenced by recent results, the trend shows small enrollment decreases for the next five years with the 2023-24 estimate totaling 13,156. The recent introduction of publicly funded non-MMSD charter schools must also be accounted for in long-term enrollment projections (see discussion below).

Beyond enrollment projections, there are multiple planning challenges at the elementary level. These include general renovation of older facilities; possible program changes that impact space utilization such as all-day 4K or future ELL strategies; the lack of a local elementary school in certain neighborhoods; and over/under capacity across the 32 elementary schools currently in operation.

From an enrollment perspective, we are particularly interested in protecting MMSD's market share of resident students, which is a growing challenge. On the geographical outskirts of the district, MMSD loses a net of hundreds of resident students to suburban districts every year via interdistrict transfers, as the heatmap below illustrates (dense pockets of MMSD residents attending other districts

are labeled with the most common district those students attend); similarly, this map shows that MMSD residents attending other districts from closer to the center of the district are rare. What's more, the surrounding districts are building new schools close to the MMSD boundary. To maintain our competitive position in the greater Madison area, we need to invest

in MMSD's existing facilities, particularly in attendance areas that border other district's existing and new schools, which are coming online soon including Middleton, Oregon, McFarland, Verona and Sun Prairie.



Because new schools are conventionally built with excess initial capacity to accommodate pending residential development, it is reasonable to assume that the recent decline in Open Enrollment leaverships may begin to reverse as schools in neighboring districts come online. Examples include a school near the intersection of and US Hwy 14 and Lacy Rd in the Oregon School District to the east of the Leopold Elementary area, a school in the Middleton-Cross Plains Area School District north of MMSD's Olson Elementary area and proposed Acacia Ridge site acquisition on the far west side, and various plans by the Sun Prairie Area School District northeast of MMSD though located within City of Madison boundaries. While easiest to see with

these examples, it is important to note that these concerns are not limited to the elementary level.

The 2018 enrollment and capacity reports will also help inform options for moving Nuestro Mundo Community School to its own permanent location within the district (currently, NMCS is in a facility rented from Monona Grove School District); moving Capital High out of the third floor at Lapham Elementary, and working to better utilize available capacity within our elementary schools that are under-enrolled. These issues are previewed below.

Smaller Schools as Opportunities

The Building Excellence team is examining closely the relationship of school enrollment to school capacity (expressed as: $\text{enrollment} / \text{capacity} = \% \text{ utilization}$). We are naturally concerned about under-utilization and the cost inefficiencies it creates. At the same time, we believe school performance must be weighed in the balance, since closing a high academic growth school to save operating costs will almost surely prove to be a false economy. Instead, we would like to build on the positive momentum some of these smaller schools have generated by using instructional designs to find greater efficiencies.

For elementary schools like Lindbergh, Marquette, and Gompers, all of which have fewer than 200 students this year, and middle schools like Black Hawk, Sherman, and O’Keeffe, all of which have 450 students or fewer, we will be looking at a variety of options. As we think about the best ways to use our spaces to serve students, we will examine cost efficiencies versus new programs and opportunities presented by available space to better serve the needs of students and families in these areas.

Programmatic Implications and Alternatives

Enrollment information and projections for Developmental Bilingual Education (DBE) programs appear starting on page 17 of the Enrollment History and Projections report. You will see Lake View Elementary’s new Hmong DBE program reflected. As part of the ELL plan review, we will consider the viability of DBE programs in the longer term.

Our enrollment projections are based on historic trends in our alternative high school environments. As a district, we want to create more alternative options for students to succeed because we believe the demand for these options exceeds current capacity. Moving forward, our enrollment in alternative environment capacities will likely exceed these projections as additional program options become available. This will generate a need for future high school alternative space. Our team is working to pull together instructional recommendations for the expansion of Capital High to accommodate more seats. These instructional recommendations will then tie into the facility planning needs to relocate Capital High. We believe the instructional vision and student needs must guide the decisions we make regarding new or expanded sites.

2x Charter Schools/Voucher Programs & Budgetary Implications

On page 27 of the Enrollment History and Projections report, we note the effects of new so-called 2x independent (non-MMSD) charter schools operating within MMSD's boundaries. Isthmus Montessori Academy Public (IMAP) and One City Senior Preschool (OCSP) enroll a combined 199.7 FTE of students who are MMSD residents. The program had an estimated \$1.7 million negative impact on MMSD's current budget in 2018-19. While three-year rolling enrollment will help to decrease this impact over time, the current two schools are expected to continue to grow for the next few years and a third 2x charter with an environmental focus is potentially on the horizon within MMSD boundaries. This continues to add ongoing uncertainty.

Because enrollment drives funding, we pay close attention to the factors driving our enrollment totals. MMSD's historic enrollment has been remarkably stable around 27,000 students with only slight decreases in recent years. Over the past five years, enrollments decreased by less than 1%, but even modest decreases lead to fewer available resources. The 2x charter conversation reinforces the need for MMSD to continually invest in staff, instructional programming, and facilities to remain a viable, thriving school district.

Communications Implications

With all these factors affecting long-range facility planning, it can all be overwhelming. However, as we will discuss in the January 2019 Operations Work Group, now is the time to start planning to address these issues. We need to work to get ahead of these issues, and not be passive to fall behind them. Therefore, in January we are looking for Board approval to start talking to the community about these factors. We need to get in front of families that live in these communities and are affected by these decisions to see what ideas they have to help us move forward.

A Few Next Steps

At the Operations Work Group meeting in January 2019, we will refresh the Board on the Building Excellence mission, share progress to date, check for agreement on our overall timeline, focus on facility needs of our high schools and alternatives, and discuss investment options for middle and elementary schools.

During the summer of 2019, we will provide the Board with a draft short- and long-range facility plan for Board approval, discuss November 2020 referendum proposals and financials as appropriate, and discuss our overall engagement strategy.



Enrollment History and Projections Fall 2018

Key Findings

1. Overall, K4-12th grade enrollment in MMSD has been slightly declining, decreasing by 252 students (0.9%) over the past five years. The enrollment for the 2018-19 Third Friday of September is 26,914 students.
2. The recent trend for MMSD is a slightly declining enrollment. Because our projection model is based on past experience, we expect our enrollments to continue slightly declining. However, based on projections from Vandewalle & Associates we expect our enrollments to be stable in the long-term.
3. The number of students enrolled in MMSD is projected to decline slightly each year for the next five years. The projected enrollment for the 2023-24 school year is 26,382.
4. The demographics of the district have been generally stable over the past five years. Over the past five years the largest changes are in the number of Hispanic/Latino students (increased by 8%) and the number of white students (decreased by 4%).

Background

Enrollment projections in MMSD are based on historical enrollment patterns and progression rates from grade to grade, taking into account the language of instruction in the students' classroom (English only, Dual Language Immersion (DLI)-Developmental Bilingual Education (DBE)). They are then modified based on the maximum constraints of charter/magnet/school policy documents.

Four-year old Kindergarten (K4) and Kindergarten (KG) classes are projected by comparing local historical births against class sizes to determine what percentage of births we can expect to enroll in MMSD as K4 or KG students. Historical births by year at the municipal level come from the Wisconsin Department of Health Services (DHS); at the time of writing this report the most recent data is for 2016. A linear forecast of births at the municipal level is used to extend birth estimates through 2018, covering the five-year projection period.

Subsequent grades are projected based on three-year average rates of grade-to-grade progression (e.g. percentage of KG students that return for first grade) and school-to-school distribution rates (e.g. percentage of fifth grade students at a particular elementary school that attend sixth grade at a particular middle school).

Twenty-year student projections based on projected residential and mixed-use development are conducted in five-year increments ([Student Enrollment Projections 2017-2037 Report](#)). We do not modify the projections based on projected development in this report because we are currently in the middle of a five-year increment. Accurately assessing how much of the projected development for the five-year increment has already been developed and when the remainder will be developed and when the developments will be fully occupied is outside the scope of this report. A discussion of large recent developments is presented in [Appendix A](#).

This school year two new independent public charter schools (2X Charter Schools Authorized by Office of Educational Opportunity) opened in MMSD's attendance area: Isthmus Montessori Academy Public (IMAP) and One City Senior Preschool (OCSP). A discussion of these schools is presented in [Appendix B](#).

A discussion of recent trends in KG enrollment is presented in [Appendix C](#).

Use of Projections

This report estimates the projected enrollment for MMSD over the coming five school years on the Third Friday of September. Each year MMSD conducts a workbook process to plan staffing for the following year. These projections are a beginning point for this administrative planning process. The allocation process also incorporates:

1. Local knowledge of district programmatic staff concerning the planned deployment of programmatic environments (e.g. DLI-DBE environments, alternative education environments, K4 environments);
2. Local knowledge of school staff concerning cohorts and planning rosters;
3. Local knowledge of major construction projects to be completed before the following school year;
4. All the other special case considerations that each school receives, according to the particulars facts at the time the process is occurring.



Notes to Enrollment History and Projection Visuals

The vertical axes of visuals have different ranges. This emphasizes the magnitude of change over time at the expense of being able to visually compare the overall number across visuals (i.e. compare overall enrollment to English-only enrollment).

The number of students enrolled is shown by black numbers.

One-year positive change over time is shown by green numbers and negative change is shown as red numbers in the chart.

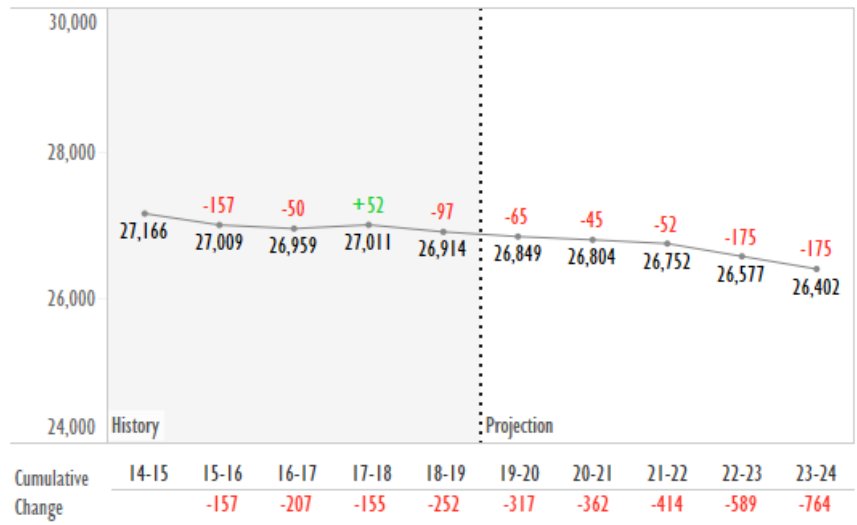
Cumulative positive change over time is shown by green numbers and negative change is shown as red numbers below the chart.

Enrollment History and Projections Overall

Overall, K4-12th grade enrollment in MMSD has been slightly declining, decreasing by 252 students (0.9%) over five years.

The recent trend for MMSD is a slightly declining enrollment. Because our projection model is based on past experience, we expect our enrollments to continue slightly declining. However, based on projections from Vandewalle & Associates we expect our enrollments to be stable in the long-term.

The number of students enrolled in MMSD is projected to decline slightly each year for the next five years. The decreases of between 45 and 175 students represent decreases of 0.2% and 0.66% in the district's enrollment.



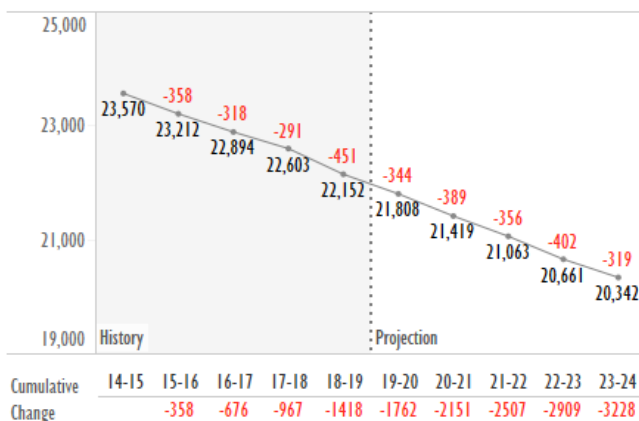
Note on Changes in Historical Enrollment

Slight changes in historical enrollment appear in this report (e.g. 2017-18 enrollment increased from 27,000 to 27,011). The update is more inclusive of students.

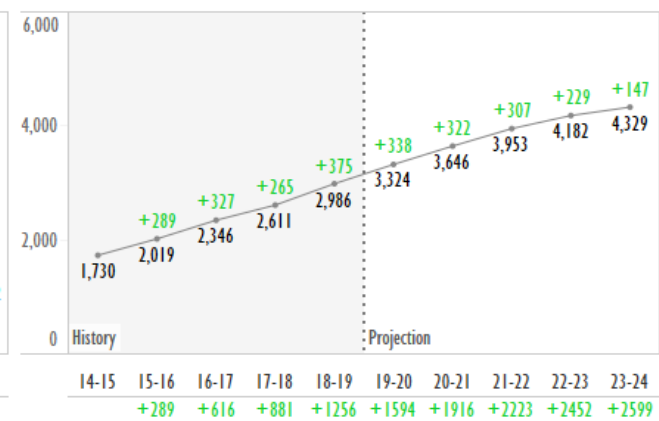
Enrollment History and Projections by Language (KG-12th Grade)

The expansion of DLI and DBE into new schools, new grades, and into new feeder patterns has led to a steady increase in the number of students enrolled in multilingual instruction and, inversely, fewer students enrolled in English-only environments. DLI/DBE projections are not done for K4, therefore K4 enrollment is not summarized here.

English Only: Enrollment History and Projections



DLI/DBE: Enrollment History and Projections



Note on Changes in Historical Enrollment by Language

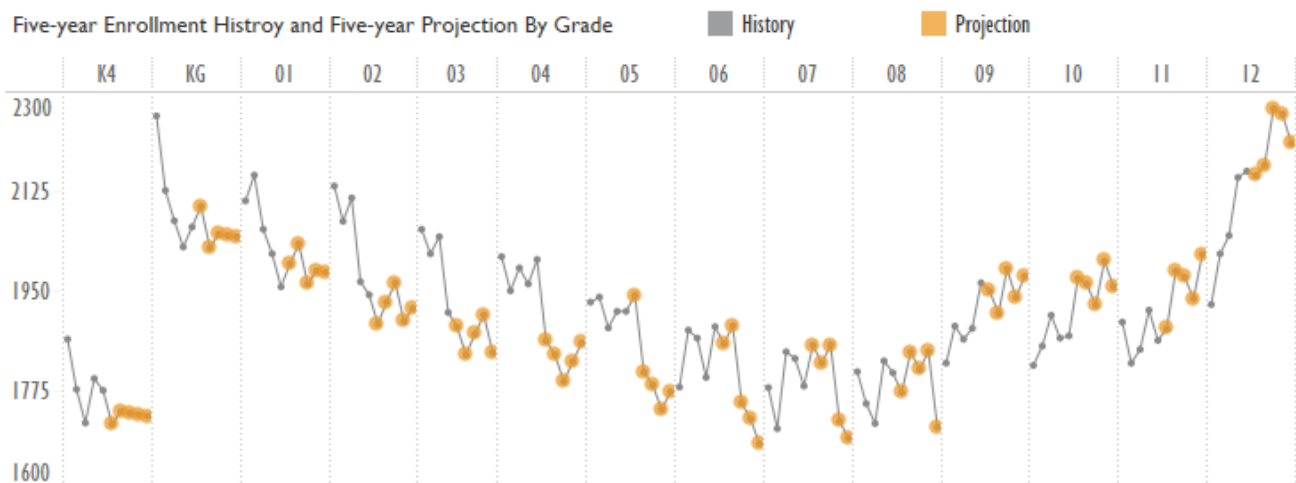
There are changes in historical enrollment by language of instruction. These changes are due to updated data and methods of identifying students as participating in DLI/DBE during each school year. The updated data is used in projections and is therefore presented here.

Enrollment History and Projections by Grade

		History					Projections				
		14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
K4	K4	1,866	1,778	1,719	1,797	1,776	1,717	1,739	1,736	1,734	1,731
ES	KG	2,258	2,127	2,074	2,028	2,063	2,099	2,027	2,051	2,048	2,045
	01	2,109	2,154	2,059	2,016	1,958	1,998	2,033	1,963	1,986	1,984
	02	2,135	2,073	2,114	1,967	1,944	1,893	1,931	1,966	1,897	1,920
	03	2,017	2,059	2,016	2,046	1,913	1,888	1,839	1,875	1,909	1,842
	04	2,011	1,951	1,991	1,963	2,005	1,864	1,839	1,792	1,827	1,860
	05	1,931	1,940	1,886	1,915	1,914	1,943	1,808	1,785	1,743	1,774
MS	06	1,782	1,882	1,868	1,799	1,888	1,858	1,890	1,754	1,726	1,682
	07	1,781	1,709	1,844	1,832	1,784	1,856	1,824	1,856	1,722	1,692
	08	1,809	1,753	1,718	1,828	1,807	1,773	1,844	1,813	1,845	1,712
HS	09	1,824	1,889	1,866	1,885	1,965	1,951	1,911	1,989	1,939	1,976
	10	1,820	1,854	1,908	1,868	1,872	1,973	1,963	1,926	2,003	1,958
	11	1,896	1,824	1,848	1,917	1,864	1,884	1,986	1,975	1,937	2,015
	12	1,927	2,016	2,048	2,150	2,161	2,153	2,171	2,271	2,261	2,210
K4 Total		1,866	1,778	1,719	1,797	1,776	1,717	1,739	1,736	1,734	1,731
ES Total		12,461	12,304	12,140	11,935	11,797	11,685	11,477	11,431	11,410	11,425
MS Total		5,372	5,344	5,430	5,459	5,479	5,486	5,557	5,423	5,292	5,086
HS Total		7,467	7,583	7,670	7,820	7,862	7,961	8,031	8,161	8,141	8,160
District K4-12		27,166	27,009	26,959	27,011	26,914	26,849	26,804	26,752	26,577	26,402

The decrease of 97 students from 2017-2018 to 2018-2019 is driven by a decrease of 159 students at the K4/elementary school (ES) level, and is off-set, in part, by an increase of 62 students at the middle school (MS)/high school (HS) level. We project increases from grade 11 to grade 12 because of students who take more than four years to graduate.

This pattern is projected to continue, with the number of students enrolled in ES declining each year. The declines in ES will then carry over to MS and HS as time continues and cause decreases at those levels as well.



Slight changes in historical enrollment appear in this report (e.g. 2017-18 enrollment increased from 27,000 to 27,011). The update is more inclusive of students.



Enrollment History and Projections by Grade and Language

			History					Projections				
			14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
DLI/DBE	ES	KG	334	345	392	407	398	407	392	396	395	394
		01	352	335	341	407	429	409	418	403	406	405
		02	271	356	319	326	408	417	396	405	391	394
		03	291	262	347	302	329	398	407	387	396	382
		04	213	278	256	337	298	322	390	399	379	388
		05	88	203	271	258	340	298	324	390	401	380
	MS	06	51	100	175	225	214	304	267	290	349	359
		07	39	51	93	169	222	206	292	257	279	335
		08	35	41	49	92	178	222	206	293	257	279
	HS	09	22	21	40	34	101	178	222	206	293	257
		10	34	26	26	34	37	107	188	235	218	310
		11	-	1	18	9	20	37	107	188	235	218
		12	-	-	19	11	12	19	36	104	183	229
	ES Total		1,549	1,779	1,926	2,037	2,202	2,251	2,327	2,380	2,368	2,342
	MS Total		125	192	317	486	614	732	765	839	884	973
	HS Total		56	48	103	88	170	341	554	734	929	1,014
	MMSD KG-12		1,730	2,019	2,346	2,611	2,986	3,324	3,646	3,953	4,182	4,329
English Only	ES	KG	1,924	1,782	1,682	1,621	1,665	1,693	1,634	1,655	1,653	1,652
		01	1,757	1,819	1,718	1,609	1,529	1,589	1,616	1,560	1,580	1,578
		02	1,864	1,717	1,795	1,641	1,536	1,476	1,535	1,560	1,506	1,525
		03	1,726	1,797	1,669	1,744	1,584	1,489	1,431	1,488	1,513	1,461
		04	1,798	1,673	1,735	1,626	1,707	1,541	1,449	1,393	1,448	1,472
		05	1,843	1,737	1,615	1,657	1,574	1,645	1,484	1,396	1,341	1,394
	MS	06	1,731	1,782	1,693	1,574	1,674	1,554	1,623	1,464	1,377	1,323
		07	1,742	1,658	1,751	1,663	1,562	1,650	1,532	1,600	1,443	1,357
		08	1,774	1,712	1,669	1,736	1,629	1,550	1,638	1,520	1,588	1,433
	HS	09	1,802	1,868	1,826	1,851	1,864	1,773	1,689	1,783	1,647	1,720
		10	1,786	1,828	1,882	1,834	1,835	1,866	1,775	1,690	1,785	1,648
		11	1,896	1,823	1,830	1,908	1,844	1,847	1,879	1,787	1,702	1,797
		12	1,927	2,016	2,029	2,139	2,149	2,134	2,135	2,167	2,078	1,981
	ES Total		10,912	10,525	10,214	9,898	9,595	9,434	9,150	9,052	9,042	9,082
	MS Total		5,247	5,152	5,113	4,973	4,865	4,754	4,792	4,584	4,408	4,113
	HS Total		7,411	7,535	7,567	7,732	7,692	7,620	7,477	7,428	7,212	7,146
	MMSD KG-12		23,570	23,212	22,894	22,603	22,154	21,808	21,419	21,063	20,661	20,342

The number of English-only students has been decreasing in direct proportion to the increase in DLI/DBE instruction. The cumulative effect of DLI/DBE expansion with each cohort is increasing this effect.

Note on Changes in Historical Enrollment by Language

There are changes in historical enrollment by language of instruction. These changes are due to updated data and methods of identifying students as participating in DLI/DBE during each school year. The updated data is used in projections and is therefore presented here.



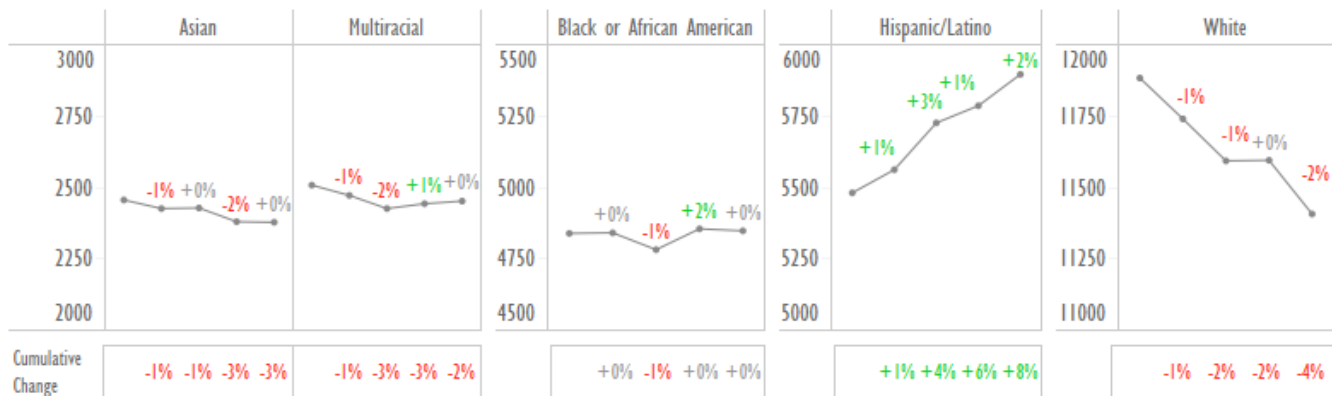
Enrollment History by Demographic Group

The percentage of students (PK-12) identifying as each race have remained relatively stable over the past five school years. However, the number of students identifying as Hispanic/Latino or white have changed by a relatively large amount. The number of Hispanic/Latino students has increased by 8% over the past five school years ((5,894-5,464)/5,464) and the number of white students has decreased by 4% ((11,409-11,892)/11,892).

	Student Count					Percent of Students				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
American Indian/Alaska Native	93	92	77	83	76	<1%	<1%	<1%	<1%	<1%
Asian	2,460	2,426	2,428	2,380	2,378	9%	9%	9%	9%	9%
Black or African American	4,840	4,841	4,782	4,855	4,846	18%	18%	18%	18%	18%
Hispanic/Latino	5,464	5,562	5,726	5,786	5,896	20%	21%	21%	21%	22%
Multiracial	2,498	2,472	2,426	2,443	2,452	9%	9%	9%	9%	9%
Native Hawaiian/Pacific Island	13	16	16	16	15	<1%	<1%	<1%	<1%	<1%
White	11,892	11,740	11,593	11,595	11,407	44%	43%	43%	43%	42%
Other Demographics										
Disability	3,973	3,707	3,754	3,860	3,933	15%	14%	14%	14%	15%
ELL	7,264	7,476	7,466	7,668	7,646	27%	28%	27%	28%	28%
Low-income	13,129	13,232	13,411	13,145	13,672	48%	49%	49%	48%	51%

Percent Change in Enrollment

(5 year history left to right, 2014-2015 to 2018-2019)



Note to Cumulative Percent Change in Enrollment Visual

The line represents the number of students enrolled by race.

The label for each point is the cumulative percent change in the number of students; a negative cumulative percent change is in red and a positive cumulative percent change is in green.



Enrollment Projections by Grade for each School

Elementary Schools (K4-5th grade) in East High Area

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
East	Emerson	18-19	34	65	64	70	62	71	50								416
East	Emerson	19-20	32	72	62	62	68	60	68								425
East	Emerson	20-21	33	70	69	60	60	66	58								415
East	Emerson	21-22	33	71	67	67	58	58	64								417
East	Emerson	22-23	33	71	68	64	65	57	56								412
East	Emerson	23-24	33	71	67	65	62	63	54								416
East	Gompers	18-19	19	25	36	29	38	23	29								199
East	Gompers	19-20	18	32	24	35	28	37	22								196
East	Gompers	20-21	18	31	31	23	34	27	36								200
East	Gompers	21-22	18	32	30	30	22	33	26								191
East	Gompers	22-23	18	32	30	29	29	22	32								191
East	Gompers	23-24	18	32	30	29	28	28	21								186
East	Hawthorne	18-19	34	47	54	58	57	61	63								374
East	Hawthorne	19-20	32	56	45	52	57	56	60								357
East	Hawthorne	20-21	32	54	54	44	51	55	55								346
East	Hawthorne	21-22	32	54	52	52	43	50	55								339
East	Hawthorne	22-23	32	54	53	50	51	42	50								333
East	Hawthorne	23-24	32	54	53	51	49	50	42								331
East	Lake View	18-19		39	47	43	40	44	48								261
East	Lake View	19-20		48	38	46	42	39	42								254
East	Lake View	20-21		46	46	37	45	41	37								252
East	Lake View	21-22		47	45	45	36	44	39								255
East	Lake View	22-23		47	45	44	44	35	44								259
East	Lake View	23-24		47	45	44	43	43	34								257
East	Lapham	18-19	54	64	58	63											239
East	Lapham	19-20	55	66	61	56											238
East	Lapham	20-21	56	64	63	59											242
East	Lapham	21-22	56	65	61	61											243
East	Lapham	22-23	56	65	62	59											242
East	Lapham	23-24	56	65	62	60											243
East	Marquette	18-19					59	66	70								195
East	Marquette	19-20					61	57	64								182
East	Marquette	20-21					54	59	55								169
East	Marquette	21-22					57	53	57								167
East	Marquette	22-23					59	56	51								166
East	Marquette	23-24					57	58	54								169

Lapham and Marquette are paired elementary schools



HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
East	Lindbergh	18-19	47	22	33	12	20	30	24								188
East	Lindbergh	19-20	31	24	21	32	12	19	29								167
East	Lindbergh	20-21	31	23	23	20	31	11	19								158
East	Lindbergh	21-22	31	23	22	22	20	30	11								159
East	Lindbergh	22-23	31	23	22	21	21	19	29								167
East	Lindbergh	23-24	31	23	22	21	20	21	18								157
East	Lowell	18-19	28	60	47	52	52	61	51								351
East	Lowell	19-20	30	54	57	45	50	51	59								347
East	Lowell	20-21	31	52	52	55	44	49	49								332
East	Lowell	21-22	31	53	50	50	54	43	47								327
East	Lowell	22-23	31	53	51	48	48	52	41								325
East	Lowell	23-24	31	53	51	49	47	47	50								327
East	Mendota	18-19	35	54	44	55	43	51	45								327
East	Mendota	19-20	32	57	52	42	53	42	49								327
East	Mendota	20-21	32	55	54	50	41	52	40								325
East	Mendota	21-22	32	56	53	53	48	40	50								331
East	Mendota	22-23	32	56	53	51	51	47	39								328
East	Mendota	23-24	32	56	53	51	49	50	45								336
East	Sandburg	18-19	56	64	74	76	59	80	77								486
East	Sandburg	19-20	49	74	64	72	74	58	78								467
East	Sandburg	20-21	50	71	73	62	70	72	56								453
East	Sandburg	21-22	50	72	70	71	60	68	70								461
East	Sandburg	22-23	50	72	71	68	69	58	66								454
East	Sandburg	23-24	50	72	71	69	66	67	57								452


Elementary Schools (K4-5th grade) in La Follette Area

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
La Follette	Allis	18-19	74	59	73	56	57	76	59								454
La Follette	Allis	19-20	79	68	57	71	54	55	73								458
La Follette	Allis	20-21	80	66	67	55	69	53	53								443
La Follette	Allis	21-22	80	67	65	65	54	67	52								449
La Follette	Allis	22-23	80	67	66	63	63	52	65								455
La Follette	Allis	23-24	80	67	66	63	61	61	51								449
La Follette	Elvehjem	18-19	34	65	64	53	75	62	69								422
La Follette	Elvehjem	19-20	33	63	62	62	51	73	60								404
La Follette	Elvehjem	20-21	34	60	60	60	60	50	70								394
La Follette	Elvehjem	21-22	34	61	58	58	58	58	48								375
La Follette	Elvehjem	22-23	34	61	58	56	56	57	56								377
La Follette	Elvehjem	23-24	34	61	58	56	54	54	54								372
La Follette	Glendale	18-19	51	69	75	72	77	80	72								496
La Follette	Glendale	19-20	47	71	68	73	70	75	78								483
La Follette	Glendale	20-21	48	69	71	66	71	68	73								465
La Follette	Glendale	21-22	48	70	68	68	64	69	67								454
La Follette	Glendale	22-23	48	70	69	66	66	63	67								449
La Follette	Glendale	23-24	48	70	69	67	64	65	61								443
La Follette	Kennedy	18-19	38	77	72	70	85	83	84								509
La Follette	Kennedy	19-20	35	78	74	70	68	83	80								487
La Follette	Kennedy	20-21	36	75	75	71	67	66	80								470
La Follette	Kennedy	21-22	36	76	72	72	69	66	64								454
La Follette	Kennedy	22-23	36	76	73	69	70	67	63								454
La Follette	Kennedy	23-24	36	76	73	70	67	68	64								455
La Follette	Nuestro Mundo	18-19		50	54	51	49	51	51								306
La Follette	Nuestro Mundo	19-20		52	51	52	50	48	50								304
La Follette	Nuestro Mundo	20-21		50	54	50	51	48	47								300
La Follette	Nuestro Mundo	21-22		51	52	52	48	50	48								301
La Follette	Nuestro Mundo	22-23		51	52	50	50	47	49								300
La Follette	Nuestro Mundo	23-24		51	52	51	49	49	47								299
La Follette	Schenk	18-19		84	60	76	60	71	58								409
La Follette	Schenk	19-20		76	82	58	74	58	68								417
La Follette	Schenk	20-21		73	74	80	56	72	56								412
La Follette	Schenk	21-22		74	72	72	77	55	70								421
La Follette	Schenk	22-23		74	73	69	70	75	54								415
La Follette	Schenk	23-24		74	73	70	67	68	73								426


Elementary Schools (K4-5th grade) in Memorial Area

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Memorial	Chavez	18-19	66	117	93	99	91	95	112								673
Memorial	Chavez	19-20	64	118	115	90	96	89	92								663
Memorial	Chavez	20-21	65	114	115	111	87	94	86								671
Memorial	Chavez	21-22	64	114	111	111	108	85	91								684
Memorial	Chavez	22-23	64	114	112	107	108	105	82								692
Memorial	Chavez	23-24	64	114	111	108	104	105	102								708
Memorial	Crestwood	18-19	16	56	52	52	54	47	52								329
Memorial	Crestwood	19-20	15	57	53	50	50	53	45								324
Memorial	Crestwood	20-21	16	55	54	52	49	49	51								325
Memorial	Crestwood	21-22	16	56	53	52	50	47	47								321
Memorial	Crestwood	22-23	16	56	53	51	51	49	46								320
Memorial	Crestwood	23-24	16	56	53	51	49	50	47								321
Memorial	Falk	18-19	48	89	63	42	47	50	38								377
Memorial	Falk	19-20	51	85	87	61	41	46	49								420
Memorial	Falk	20-21	52	82	84	85	59	40	44								445
Memorial	Falk	21-22	52	83	81	81	82	58	38								474
Memorial	Falk	22-23	51	83	82	78	78	80	56								509
Memorial	Falk	23-24	51	83	82	79	76	76	78								525
Memorial	Huegel	18-19	39	75	68	85	74	77	69								487
Memorial	Huegel	19-20	35	81	72	66	82	72	74								482
Memorial	Huegel	20-21	36	78	77	69	64	80	69								473
Memorial	Huegel	21-22	36	79	75	75	67	62	77								470
Memorial	Huegel	22-23	36	79	76	72	72	65	60								459
Memorial	Huegel	23-24	35	79	75	73	70	70	63								466
Memorial	Muir	18-19	50	91	69	52	75	62	42								441
Memorial	Muir	19-20	45	74	87	67	50	73	60								456
Memorial	Muir	20-21	46	72	71	84	65	49	70								457
Memorial	Muir	21-22	46	73	69	69	81	63	47								447
Memorial	Muir	22-23	46	73	70	66	67	79	61								461
Memorial	Muir	23-24	46	73	70	67	64	65	76								460
Memorial	Olson	18-19	35	71	72	74	63	69	57								441
Memorial	Olson	19-20	34	79	68	70	72	61	66								450
Memorial	Olson	20-21	35	76	75	65	67	70	59								448
Memorial	Olson	21-22	35	77	73	73	63	66	67								454
Memorial	Olson	22-23	35	77	74	70	71	62	63								452
Memorial	Olson	23-24	35	77	74	71	68	69	59								453



HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Memorial	Orchard Ridge	18-19	22	40	27	43	27	53	45								257
Memorial	Orchard Ridge	19-20	26	40	38	26	42	26	51								250
Memorial	Orchard Ridge	20-21	27	38	38	37	25	41	25								231
Memorial	Orchard Ridge	21-22	27	39	37	37	36	25	39								239
Memorial	Orchard Ridge	22-23	27	39	37	35	36	35	24								232
Memorial	Orchard Ridge	23-24	27	39	37	36	34	35	33								241
Memorial	Stephens	18-19	56	76	89	69	95	91	76								552
Memorial	Stephens	19-20	57	81	74	87	68	93	91								550
Memorial	Stephens	20-21	58	78	79	72	85	67	94								532
Memorial	Stephens	21-22	58	79	76	76	70	83	68								510
Memorial	Stephens	22-23	57	79	77	74	75	69	84								516
Memorial	Stephens	23-24	57	79	77	75	72	74	70								504


Elementary Schools (K4-5th grade) in West Area

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
West	Franklin	18-19	50	116	111	127											404
West	Franklin	19-20	48	118	111	107											384
West	Franklin	20-21	49	114	112	107											382
West	Franklin	21-22	49	115	108	108											381
West	Franklin	22-23	49	115	110	105											379
West	Franklin	23-24	49	115	110	106											380
West	Randall	18-19					120	118	116								354
West	Randall	19-20					123	117	114								354
West	Randall	20-21					104	120	112								336
West	Randall	21-22					104	101	115								320
West	Randall	22-23					105	101	97								303
West	Randall	23-24					102	102	97								301
West	Leopold	18-19	49	110	111	106	101	96	119								692
West	Leopold	19-20	48	107	109	107	103	99	94								668
West	Leopold	20-21	48	103	107	106	104	100	97								665
West	Leopold	21-22	48	103	102	103	103	102	98								659
West	Leopold	22-23	47	101	102	99	100	100	100								650
West	Leopold	23-24	47	100	101	98	96	98	98								638
West	Midvale	18-19	32	137	127	137											433
West	Midvale	19-20	32	133	136	123											424
West	Midvale	20-21	33	129	132	131											425
West	Midvale	21-22	33	131	128	128											419
West	Midvale	22-23	33	131	130	124											416
West	Midvale	23-24	33	131	129	125											418
West	Lincoln	18-19	35				139	129	140								443
West	Lincoln	19-20	31				133	136	126								426
West	Lincoln	20-21	31				119	130	133								413
West	Lincoln	21-22	31				127	116	127								402
West	Lincoln	22-23	31				124	124	114								394
West	Lincoln	23-24	31				120	121	121								394
West	Shorewood	18-19	29	91	73	84	68	60	66								471
West	Shorewood	19-20	29	88	87	70	81	66	58								480
West	Shorewood	20-21	30	85	84	84	68	79	64								494
West	Shorewood	21-22	30	86	81	81	81	67	76								502
West	Shorewood	22-23	30	86	82	78	79	79	64								498
West	Shorewood	23-24	30	86	82	79	76	76	76								505

Franklin and Randall are paired elementary schools; Midvale and Lincoln are paired elementary schools



HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
West	Thoreau	18-19	31	69	69	62	53	83	67								434
West	Thoreau	19-20	28	70	66	67	60	52	80								422
West	Thoreau	20-21	28	67	67	64	65	58	50								398
West	Thoreau	21-22	28	68	64	64	62	63	56								405
West	Thoreau	22-23	28	68	65	62	62	60	61								406
West	Thoreau	23-24	28	68	65	63	60	61	58								402
West	Van Hise	18-19		81	79	76	73	65	65								439
West	Van Hise	19-20		77	77	76	74	71	63								438
West	Van Hise	20-21		74	73	75	74	72	68								436
West	Van Hise	21-22		75	71	71	72	72	69								430
West	Van Hise	22-23		75	72	68	69	70	69								423
West	Van Hise	23-24		75	72	69	66	67	68								417


Middle Schools in East and La Follette Areas

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
East	Black Hawk	18-19								146	141	127					414
East	Black Hawk	19-20								132	144	140					416
East	Black Hawk	20-21								129	130	143					402
East	Black Hawk	21-22								120	127	129					377
East	Black Hawk	22-23								113	119	127					358
East	Black Hawk	23-24								130	112	118					359
East	O'Keeffe	18-19								153	148	149					450
East	O'Keeffe	19-20								148	151	147					446
East	O'Keeffe	20-21								153	146	150					449
East	O'Keeffe	21-22								129	151	145					424
East	O'Keeffe	22-23								129	127	150					406
East	O'Keeffe	23-24								114	127	126					367
East	Sherman	18-19								126	143	159					428
East	Sherman	19-20								152	123	142					418
East	Sherman	20-21								164	149	123					436
East	Sherman	21-22								136	161	148					445
East	Sherman	22-23								153	134	160					446
East	Sherman	23-24								138	149	133					420
La Follette	Badger Rock	18-19								35	28	22					85
La Follette	Badger Rock	19-20								35	35	28					97
La Follette	Badger Rock	20-21								35	35	34					104
La Follette	Badger Rock	21-22								35	35	34					104
La Follette	Badger Rock	22-23								35	35	34					104
La Follette	Badger Rock	23-24								35	35	34					104
La Follette	Sennett	18-19								230	206	240					676
La Follette	Sennett	19-20								223	225	205					652
La Follette	Sennett	20-21								231	217	224					672
La Follette	Sennett	21-22								214	226	217					656
La Follette	Sennett	22-23								188	209	225					622
La Follette	Sennett	23-24								207	183	208					598
La Follette	Whitehorse	18-19								173	142	163					478
La Follette	Whitehorse	19-20								153	171	141					464
La Follette	Whitehorse	20-21								159	151	169					479
La Follette	Whitehorse	21-22								145	157	149					451
La Follette	Whitehorse	22-23								138	143	156					437
La Follette	Whitehorse	23-24								124	136	142					402



Middle Schools in Memorial and West Areas

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Memorial	Jefferson	18-19								205	180	171					556
Memorial	Jefferson	19-20								173	201	179					553
Memorial	Jefferson	20-21								197	169	200					566
Memorial	Jefferson	21-22								208	193	168					569
Memorial	Jefferson	22-23								167	204	192					563
Memorial	Jefferson	23-24								203	163	203					569
Memorial	Spring Harbor	18-19								87	88	90					265
Memorial	Spring Harbor	19-20								90	86	87					263
Memorial	Spring Harbor	20-21								90	89	85					264
Memorial	Spring Harbor	21-22								90	89	88					267
Memorial	Spring Harbor	22-23								90	89	88					267
Memorial	Spring Harbor	23-24								90	89	88					267
Memorial	Toki	18-19								209	195	183					587
Memorial	Toki	19-20								209	206	194					608
Memorial	Toki	20-21								217	206	204					627
Memorial	Toki	21-22								174	214	204					592
Memorial	Toki	22-23								194	171	212					577
Memorial	Toki	23-24								157	191	170					518
West	Cherokee	18-19								167	182	199					548
West	Cherokee	19-20								216	163	181					561
West	Cherokee	20-21								196	210	162					568
West	Cherokee	21-22								179	190	209					578
West	Cherokee	22-23								179	173	190					542
West	Cherokee	23-24								172	174	173					518
West	Hamilton	18-19								270	245	231					746
West	Hamilton	19-20								243	266	243					752
West	Hamilton	20-21								234	239	264					737
West	Hamilton	21-22								239	230	237					707
West	Hamilton	22-23								254	236	229					719
West	Hamilton	23-24								227	251	234					712
West	Wright	18-19								87	86	72					245
West	Wright	19-20								85	86	85					256
West	Wright	20-21								85	84	85					254
West	Wright	21-22								85	84	83					252
West	Wright	22-23								85	84	83					252
West	Wright	23-24								85	84	83					252



Traditional High Schools

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
East	East	18-19											405	409	366	431	1611
East	East	19-20											453	401	389	404	1648
East	East	20-21											446	449	380	420	1695
East	East	21-22											434	441	428	413	1715
East	East	22-23											439	430	419	459	1748
East	East	23-24											454	433	410	452	1749
La Follette	La Follette	18-19											411	378	396	395	1580
La Follette	La Follette	19-20											456	417	381	420	1673
La Follette	La Follette	20-21											401	459	417	407	1683
La Follette	La Follette	21-22											452	405	457	438	1752
La Follette	La Follette	22-23											423	456	406	480	1764
La Follette	La Follette	23-24											440	425	455	433	1752
Memorial	Memorial	18-19											526	491	450	506	1973
Memorial	Memorial	19-20											491	522	477	495	1985
Memorial	Memorial	20-21											506	485	504	520	2016
Memorial	Memorial	21-22											539	502	469	550	2060
Memorial	Memorial	22-23											505	534	487	519	2046
Memorial	Memorial	23-24											540	499	518	533	2090
West	West	18-19										1	588	536	533	587	2245
West	West	19-20											528	586	524	581	2219
West	West	20-21											537	525	573	571	2207
West	West	21-22											542	535	515	618	2210
West	West	22-23											559	537	525	561	2182
West	West	23-24											531	559	527	561	2177



Alternative High Schools

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Alternative	Capital	18-19											20	28	46	62	156
Alternative	Capital	19-20											13	23	46	63	144
Alternative	Capital	20-21											13	21	46	63	143
Alternative	Capital	21-22											13	20	44	64	141
Alternative	Capital	22-23											7	22	42	61	131
Alternative	Capital	23-24											7	20	44	58	130
Alternative	Innovative & Alt	18-19											5	5	23	144	177
Alternative	Innovative & Alt	19-20											1	0	26	153	180
Alternative	Innovative & Alt	20-21											1	0	23	153	176
Alternative	Innovative & Alt	21-22											1	0	21	151	173
Alternative	Innovative & Alt	22-23											1	0	21	144	166
Alternative	Innovative & Alt	23-24											1	0	21	137	160
Alternative	Shabazz	18-19											10	25	50	36	121
Alternative	Shabazz	19-20											8	25	41	38	112
Alternative	Shabazz	20-21											7	24	42	38	111
Alternative	Shabazz	21-22											8	23	40	39	109
Alternative	Shabazz	22-23											5	24	38	37	104
Alternative	Shabazz	23-24											5	22	40	36	102

4K/PK Offsite Enrollment

HS Area	School	School Year	K4	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Alternative	4K PK Off Site	18-19	714														714
Alternative	4K PK Off Site	19-20	700														700
Alternative	4K PK Off Site	20-21	709														709
Alternative	4K PK Off Site	21-22	708														708
Alternative	4K PK Off Site	22-23	706														706
Alternative	4K PK Off Site	23-24	705														705



Enrollment Projections by Grade and Language for each School

Elementary Schools (KG-5th grade) in East Area

HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
East	Emerson	18-19	65	64	70	62	71	50						
East	Emerson	19-20	72	62	62	68	60	68						
East	Emerson	20-21	70	69	60	60	66	58						
East	Emerson	21-22	71	67	67	58	58	64						
East	Emerson	22-23	71	68	64	65	57	56						
East	Emerson	23-24	71	67	65	62	63	54						
East	Gompers	18-19	25	36	29	38	23	29						
East	Gompers	19-20	32	24	35	28	37	22						
East	Gompers	20-21	31	31	23	34	27	36						
East	Gompers	21-22	32	30	30	22	33	26						
East	Gompers	22-23	32	30	29	29	22	32						
East	Gompers	23-24	32	30	29	28	28	21						
East	Hawthorne	18-19	40	44	50	48	56	54	7	10	8	9	5	9
East	Hawthorne	19-20	48	38	42	48	47	54	8	7	10	8	9	6
East	Hawthorne	20-21	46	46	37	41	47	45	7	8	7	10	8	10
East	Hawthorne	21-22	47	44	44	36	40	45	7	8	8	7	10	9
East	Hawthorne	22-23	47	45	43	43	35	39	7	8	8	8	7	12
East	Hawthorne	23-24	47	45	43	42	42	33	7	8	8	8	8	8
East	Lake View	18-19	34	38	43	40	44	48	5	9				
East	Lake View	19-20	41	32	37	42	39	42	7	5	9			
East	Lake View	20-21	39	39	31	36	41	37	7	7	5	9		
East	Lake View	21-22	40	38	38	30	35	39	7	7	7	5	9	
East	Lake View	22-23	40	38	36	37	30	33	7	7	7	7	5	10
East	Lake View	23-24	40	38	37	35	36	28	7	7	7	7	8	6
East	Lapham	18-19	64	58	63									
East	Lapham	19-20	66	61	56									
East	Lapham	20-21	64	63	59									
East	Lapham	21-22	65	61	61									
East	Lapham	22-23	65	62	59									
East	Lapham	23-24	65	62	60									
East	Marquette	18-19				59	66	70						
East	Marquette	19-20				61	57	64						
East	Marquette	20-21				54	59	55						
East	Marquette	21-22				57	53	57						
East	Marquette	22-23				59	56	51						
East	Marquette	23-24				57	58	54						

Lapham and Marquette are paired elementary schools



HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
East	Lindbergh	18-19	22	33	12	20	30	24						
East	Lindbergh	19-20	24	21	32	12	19	29						
East	Lindbergh	20-21	23	23	20	31	11	19						
East	Lindbergh	21-22	23	22	22	20	30	11						
East	Lindbergh	22-23	23	22	21	21	19	29						
East	Lindbergh	23-24	23	22	21	20	21	18						
East	Lowell	18-19	60	47	52	52	61	51						
East	Lowell	19-20	54	57	45	50	51	59						
East	Lowell	20-21	52	52	55	44	49	49						
East	Lowell	21-22	53	50	50	54	43	47						
East	Lowell	22-23	53	51	48	48	52	41						
East	Lowell	23-24	53	51	49	47	47	50						
East	Mendota	18-19	54	44	55	43	51	45						
East	Mendota	19-20	57	52	42	53	42	49						
East	Mendota	20-21	55	54	50	41	52	40						
East	Mendota	21-22	56	53	53	48	40	50						
East	Mendota	22-23	56	53	51	51	47	39						
East	Mendota	23-24	56	53	51	49	50	45						
East	Sandburg	18-19	28	41	32	30	45	29	36	33	44	29	35	48
East	Sandburg	19-20	37	27	40	31	29	43	37	37	32	43	28	35
East	Sandburg	20-21	36	35	26	38	30	28	36	38	36	31	42	28
East	Sandburg	21-22	36	34	34	25	37	29	36	36	37	35	30	41
East	Sandburg	22-23	36	34	33	33	24	36	36	37	35	36	34	30
East	Sandburg	23-24	36	34	33	32	32	23	36	37	36	34	35	34


Elementary Schools (K4-5th grade) in La Follette Area

HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
La Follette	Allis	18-19	46	42	30	57	76	59	13	31	26			
La Follette	Allis	19-20	44	44	41	29	55	73	24	13	30	25		
La Follette	Allis	20-21	43	42	42	39	28	53	23	25	13	29	25	
La Follette	Allis	21-22	43	41	41	41	38	27	24	24	24	13	29	24
La Follette	Allis	22-23	43	41	39	40	40	37	24	24	23	23	12	28
La Follette	Allis	23-24	43	41	40	38	39	39	24	24	24	23	23	12
La Follette	Elvehjem	18-19	65	64	53	75	62	69						
La Follette	Elvehjem	19-20	63	62	62	51	73	60						
La Follette	Elvehjem	20-21	60	60	60	60	50	70						
La Follette	Elvehjem	21-22	61	58	58	58	58	48						
La Follette	Elvehjem	22-23	61	58	56	56	57	56						
La Follette	Elvehjem	23-24	61	58	56	54	54	54						
La Follette	Glendale	18-19	35	28	24	34	36	39	34	47	48	43	44	33
La Follette	Glendale	19-20	36	33	27	23	33	35	35	35	46	47	42	44
La Follette	Glendale	20-21	35	35	32	26	23	32	34	36	34	44	46	42
La Follette	Glendale	21-22	35	33	33	31	26	22	34	35	35	33	43	45
La Follette	Glendale	22-23	35	34	32	32	30	25	34	35	34	34	32	43
La Follette	Glendale	23-24	35	34	33	31	32	29	34	35	34	33	33	32
La Follette	Kennedy	18-19	77	72	70	85	83	84						
La Follette	Kennedy	19-20	78	74	70	68	83	80						
La Follette	Kennedy	20-21	75	75	71	67	66	80						
La Follette	Kennedy	21-22	76	72	72	69	66	64						
La Follette	Kennedy	22-23	76	73	69	70	67	63						
La Follette	Kennedy	23-24	76	73	70	67	68	64						
La Follette	Nuestro Mundo	18-19							50	54	51	49	51	51
La Follette	Nuestro Mundo	19-20							52	51	52	50	48	50
La Follette	Nuestro Mundo	20-21							50	54	50	51	48	47
La Follette	Nuestro Mundo	21-22							51	52	52	48	50	48
La Follette	Nuestro Mundo	22-23							51	52	50	50	47	49
La Follette	Nuestro Mundo	23-24							51	52	51	49	49	47
La Follette	Schenk	18-19	52	34	36	60	71	58	32	26	40			
La Follette	Schenk	19-20	45	50	33	35	58	68	30	33	25	39		
La Follette	Schenk	20-21	44	43	48	32	34	56	29	31	32	25	38	
La Follette	Schenk	21-22	44	42	42	46	31	33	30	30	30	31	24	38
La Follette	Schenk	22-23	44	42	40	40	45	30	30	31	29	29	30	24
La Follette	Schenk	23-24	44	42	41	39	39	44	30	31	30	28	29	30


Elementary Schools (K4-5th grade) in Memorial Area

HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
Memorial	Chavez	18-19	76	71	75	70	80	94	41	22	24	21	15	18
Memorial	Chavez	19-20	84	73	69	73	68	77	34	42	21	23	21	15
Memorial	Chavez	20-21	81	80	70	66	71	66	33	35	41	21	23	20
Memorial	Chavez	21-22	82	77	77	68	65	68	33	33	34	40	20	23
Memorial	Chavez	22-23	82	78	75	75	66	62	32	33	32	33	39	20
Memorial	Chavez	23-24	81	78	75	72	73	64	32	33	32	32	32	38
Memorial	Crestwood	18-19	56	52	52	54	47	52						
Memorial	Crestwood	19-20	57	53	50	50	53	45						
Memorial	Crestwood	20-21	55	54	52	49	49	51						
Memorial	Crestwood	21-22	56	53	52	50	47	47						
Memorial	Crestwood	22-23	56	53	51	51	49	46						
Memorial	Crestwood	23-24	56	53	51	49	50	47						
Memorial	Falk	18-19	54	30	42	47	50	38	35	33				
Memorial	Falk	19-20	51	52	29	41	46	49	34	36	32			
Memorial	Falk	20-21	49	49	50	28	40	44	33	35	35	31		
Memorial	Falk	21-22	50	47	47	48	27	38	33	34	34	34	30	
Memorial	Falk	22-23	50	48	45	46	47	26	33	34	33	33	33	30
Memorial	Falk	23-24	50	48	46	44	44	45	33	34	33	32	32	33
Memorial	Huegel	18-19	75	68	85	74	77	69						
Memorial	Huegel	19-20	81	72	66	82	72	74						
Memorial	Huegel	20-21	78	77	69	64	80	69						
Memorial	Huegel	21-22	79	75	75	67	62	77						
Memorial	Huegel	22-23	79	76	72	72	65	60						
Memorial	Huegel	23-24	79	75	73	70	70	63						
Memorial	Muir	18-19	91	69	52	75	62	42						
Memorial	Muir	19-20	74	87	67	50	73	60						
Memorial	Muir	20-21	72	71	84	65	49	70						
Memorial	Muir	21-22	73	69	69	81	63	47						
Memorial	Muir	22-23	73	70	66	67	79	61						
Memorial	Muir	23-24	73	70	67	64	65	76						
Memorial	Olson	18-19	71	72	74	63	69	57						
Memorial	Olson	19-20	79	68	70	72	61	66						
Memorial	Olson	20-21	76	75	65	67	70	59						
Memorial	Olson	21-22	77	73	73	63	66	67						
Memorial	Olson	22-23	77	74	70	71	62	63						
Memorial	Olson	23-24	77	74	71	68	69	59						



HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
Memorial	Orchard Ridge	18-19	40	27	43	27	53	45						
Memorial	Orchard Ridge	19-20	40	38	26	42	26	51						
Memorial	Orchard Ridge	20-21	38	38	37	25	41	25						
Memorial	Orchard Ridge	21-22	39	37	37	36	25	39						
Memorial	Orchard Ridge	22-23	39	37	35	36	35	24						
Memorial	Orchard Ridge	23-24	39	37	36	34	35	33						
Memorial	Stephens	18-19	60	66	50	71	73	55	16	23	19	24	18	21
Memorial	Stephens	19-20	63	57	64	48	69	70	18	17	23	19	24	21
Memorial	Stephens	20-21	61	60	55	62	47	67	17	19	17	23	19	28
Memorial	Stephens	21-22	62	58	58	54	60	45	17	18	18	17	23	22
Memorial	Stephens	22-23	62	59	56	56	52	58	17	18	18	19	17	27
Memorial	Stephens	23-24	62	59	57	54	55	50	17	18	18	18	19	19


Elementary Schools (K4-5th grade) in West Area

HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
West	Franklin	18-19	116	111	127									
West	Franklin	19-20	118	111	107									
West	Franklin	20-21	114	112	107									
West	Franklin	21-22	115	108	108									
West	Franklin	22-23	115	110	105									
West	Franklin	23-24	115	110	106									
West	Randall	18-19				120	118	116						
West	Randall	19-20				123	117	114						
West	Randall	20-21				104	120	112						
West	Randall	21-22				104	101	115						
West	Randall	22-23				105	101	97						
West	Randall	23-24				102	102	97						
West	Leopold	18-19	50	43	41	33	42	55	60	68	65	68	54	64
West	Leopold	19-20	49	48	42	40	32	40	58	62	66	63	66	53
West	Leopold	20-21	48	47	46	40	39	31	56	59	60	64	62	66
West	Leopold	21-22	47	45	46	45	39	37	55	57	58	58	63	61
West	Leopold	22-23	47	45	44	44	43	38	55	57	55	56	57	62
West	Leopold	23-24	46	45	44	42	43	42	54	56	55	54	55	56
West	Midvale	18-19	68	54	54				69	73	83			
West	Midvale	19-20	64	65	52				70	71	71			
West	Midvale	20-21	62	61	63				67	71	69			
West	Midvale	21-22	63	59	59				68	69	69			
West	Midvale	22-23	62	60	57				68	70	67			
West	Midvale	23-24	62	60	58				68	70	68			
West	Lincoln	18-19				53	53	44				86	76	96
West	Lincoln	19-20				52	52	51				81	84	75
West	Lincoln	20-21				51	51	50				69	79	83
West	Lincoln	21-22				61	49	49				67	67	78
West	Lincoln	22-23				57	59	47				67	65	67
West	Lincoln	23-24				55	56	57				65	66	64
West	Shorewood	18-19	91	73	84	68	60	66						
West	Shorewood	19-20	88	87	70	81	66	58						
West	Shorewood	20-21	85	84	84	68	79	64						
West	Shorewood	21-22	86	81	81	81	67	76						
West	Shorewood	22-23	86	82	78	79	79	64						
West	Shorewood	23-24	86	82	79	76	76	76						

Franklin and Randall are paired elementary schools; Midvale and Lincoln are paired elementary schools



HS Area	School	School Year	English-Only						DLI/DBE					
			KG	01	02	03	04	05	KG	01	02	03	04	05
West	Thoreau	18-19	69	69	62	53	83	67						
West	Thoreau	19-20	70	66	67	60	52	80						
West	Thoreau	20-21	67	67	64	65	58	50						
West	Thoreau	21-22	68	64	64	62	63	56						
West	Thoreau	22-23	68	65	62	62	60	61						
West	Thoreau	23-24	68	65	63	60	61	58						
West	Van Hise	18-19	81	79	76	73	65	65						
West	Van Hise	19-20	77	77	76	74	71	63						
West	Van Hise	20-21	74	73	75	74	72	68						
West	Van Hise	21-22	75	71	71	72	72	69						
West	Van Hise	22-23	75	72	68	69	70	69						
West	Van Hise	23-24	75	72	69	66	67	68						



Middle Schools in East and La Follette Areas

HS Area	School	School Year	English-Only			DLI/DBE		
			06	07	08	06	07	08
East	Black Hawk	18-19	146	141	127			
East	Black Hawk	19-20	132	144	140			
East	Black Hawk	20-21	129	130	143			
East	Black Hawk	21-22	120	127	129			
East	Black Hawk	22-23	113	119	127			
East	Black Hawk	23-24	121	112	118	9		
East	O'Keeffe	18-19	153	148	149			
East	O'Keeffe	19-20	148	151	147			
East	O'Keeffe	20-21	153	146	150			
East	O'Keeffe	21-22	129	151	145			
East	O'Keeffe	22-23	129	127	150			
East	O'Keeffe	23-24	114	127	126			
East	Sherman	18-19	91	113	125	35	30	34
East	Sherman	19-20	105	90	112	47	34	30
East	Sherman	20-21	131	104	89	33	45	34
East	Sherman	21-22	105	129	103	32	32	45
East	Sherman	22-23	111	103	128	42	30	32
East	Sherman	23-24	103	109	103	34	40	30
La Follette	Badger Rock	18-19	35	28	22			
La Follette	Badger Rock	19-20	35	35	28			
La Follette	Badger Rock	20-21	35	35	34			
La Follette	Badger Rock	21-22	35	35	34			
La Follette	Badger Rock	22-23	35	35	34			
La Follette	Badger Rock	23-24	35	35	34			
La Follette	Sennett	18-19	149	135	172	81	71	68
La Follette	Sennett	19-20	142	147	134	80	78	71
La Follette	Sennett	20-21	144	140	146	88	77	78
La Follette	Sennett	21-22	131	141	139	83	84	77
La Follette	Sennett	22-23	79	129	140	110	80	84
La Follette	Sennett	23-24	96	78	128	111	105	80
La Follette	Whitehorse	18-19	173	142	163			
La Follette	Whitehorse	19-20	153	171	141			
La Follette	Whitehorse	20-21	159	151	169			
La Follette	Whitehorse	21-22	145	157	149			
La Follette	Whitehorse	22-23	105	143	156	34		
La Follette	Whitehorse	23-24	103	103	142	21	32	



Middle Schools in Memorial and West Areas

HS Area	School	School Year	English Only			DLI/DBE		
			06	07	08	06	07	08
Memorial	Jefferson	18-19	169	146	171	36	34	
Memorial	Jefferson	19-20	135	167	145	37	35	34
Memorial	Jefferson	20-21	164	133	165	33	36	35
Memorial	Jefferson	21-22	163	161	132	44	32	36
Memorial	Jefferson	22-23	125	161	160	42	43	32
Memorial	Jefferson	23-24	133	123	160	70	40	43
Memorial	Spring Harbor	18-19	87	88	90			
Memorial	Spring Harbor	19-20	90	86	87			
Memorial	Spring Harbor	20-21	90	89	85			
Memorial	Spring Harbor	21-22	90	89	88			
Memorial	Spring Harbor	22-23	90	89	88			
Memorial	Spring Harbor	23-24	90	89	88			
Memorial	Toki	18-19	209	195	183			
Memorial	Toki	19-20	209	206	194			
Memorial	Toki	20-21	217	206	204			
Memorial	Toki	21-22	174	214	204			
Memorial	Toki	22-23	194	171	212			
Memorial	Toki	23-24	157	191	170			
West	Cherokee	18-19	105	95	123	62	87	76
West	Cherokee	19-20	77	104	94	140	60	87
West	Cherokee	20-21	83	76	103	113	134	60
West	Cherokee	21-22	48	82	75	131	108	134
West	Cherokee	22-23	57	47	81	122	126	108
West	Cherokee	23-24	58	57	47	113	117	126
West	Hamilton	18-19	270	245	231			
West	Hamilton	19-20	243	266	243			
West	Hamilton	20-21	234	239	264			
West	Hamilton	21-22	239	230	237			
West	Hamilton	22-23	254	236	229			
West	Hamilton	23-24	227	251	234			
West	Wright	18-19	87	86	72			
West	Wright	19-20	85	86	85			
West	Wright	20-21	85	84	85			
West	Wright	21-22	85	84	83			
West	Wright	22-23	85	84	83			
West	Wright	23-24	85	84	83			



Traditional High Schools

HS Area	School	School Year	English Only				DLI/DBE			
			09	10	11	12	09	10	11	12
East	East	18-19	405	409	366	431				
East	East	19-20	419	401	389	404	34			
East	East	20-21	416	413	380	420	30	36		
East	East	21-22	401	409	392	413	34	32	36	
East	East	22-23	394	394	388	424	45	36	32	35
East	East	23-24	421	385	374	421	32	48	36	31
La Follette	La Follette	18-19	361	341	376	383	50	37	20	12
La Follette	La Follette	19-20	389	364	344	400	67	53	37	19
La Follette	La Follette	20-21	331	388	364	371	70	71	53	36
La Follette	La Follette	21-22	376	332	387	386	76	74	71	51
La Follette	La Follette	22-23	347	375	332	411	76	81	74	69
La Follette	La Follette	23-24	357	345	374	361	83	80	81	72
Memorial	Memorial	18-19	526	491	450	506				
Memorial	Memorial	19-20	491	522	477	495				
Memorial	Memorial	20-21	472	485	504	520	34			
Memorial	Memorial	21-22	504	466	469	550	35	36		
Memorial	Memorial	22-23	469	498	451	519	36	37	36	
Memorial	Memorial	23-24	508	461	481	498	32	38	37	35
West	West	18-19	537	536	533	587	51			
West	West	19-20	451	532	524	581	77	54		
West	West	20-21	449	443	519	571	89	82	54	
West	West	21-22	481	441	434	565	61	94	82	52
West	West	22-23	423	472	431	481	136	65	94	80
West	West	23-24	420	415	462	470	110	144	65	91

NOTE: Alternative HS environments and K4 do not offer DLI/DBE instruction



Appendix A: Highlight of Recent Development

The Tree Lane Family Apartments is a 45-unit permanent supportive apartment building geared toward serving homeless families. During the 2018-19 Third Friday of September membership count, there were 59 students living at this location. These students attended 11 schools and are spread across MMSD's 13 grades, so that each grade level at each school has between 0 and 7 students from this building.

The Carbon at Union Corners (2400 and 2500 blocks of Winnebago St) is a 90-unit apartment building offering affordable housing units and is geared toward serving families. During the 2018-19 Third Friday of September membership count, there were 24 students living at this location. These students attended 7 schools and are spread across MMSD's 13 grades, so that each grade level at each school has between 0 and 4 students from this building.

These are two of the largest developments geared toward families built in MMSD in recent years. While the developments do provide housing for a large number of MMSD students, the students attend different schools at different grade levels. Therefore, their effect on MMSD schools is not overwhelming in terms of school capacity.

Over the long term (next ten years), the effect of projected development is expected to have a significant impact on the capacity of some MMSD schools. However, the above examples demonstrate that individual developments (single, large buildings) can be accommodated by schools without great short term changes in building use or staffing.

Appendix B: New Independent Public Charter Schools

This school year two new independent public charter schools opened in MMSD's attendance area: Isthmus Montessori Academy Public (IMAP) and One City Senior Preschool (OCSP). IMAP projected that they would serve 184 students during the current school year, enrolled in K4-9th grade ([page 7 of Charter School Application and Proposal IMAP](#)). OCSP will serve a maximum of 82 students in K4-KG and projected that it would be serving this number of students during the current school year ([page 7 of Public Charter School Application Phase I Prospectus](#)).

According to Third Friday of September membership reporting for the current year, IMAP enrolled 218 students and OCSP enrolled 63 students. These enrollments were converted to an FTE funding number of 252.3 students, 205.2 at IMAP and 47.3 at OCSP (obtained from [Independent Charter Schools-Membership Information & Historical Data](#)). Of these 252.3 FTE converted students, 199.7 are residents of MMSD and are therefore taken into consideration for DPI funding purposes (obtained from [Private School Vouchers Fiscal Information](#)).

MMSD is not able to evaluate, with 100% accuracy, the actual impact these charter schools had on our enrollment, since we are unable to obtain student enrollment lists for the schools. We expect that some number of the students enrolled at these schools would have enrolled in MMSD (as residents or as non-residents transferring in) if the schools did not exist. We also expect that some of the MMSD resident students enrolled at IMAP and OCSP would have left MMSD for other public schools or private/parochial schools if these schools did not exist.

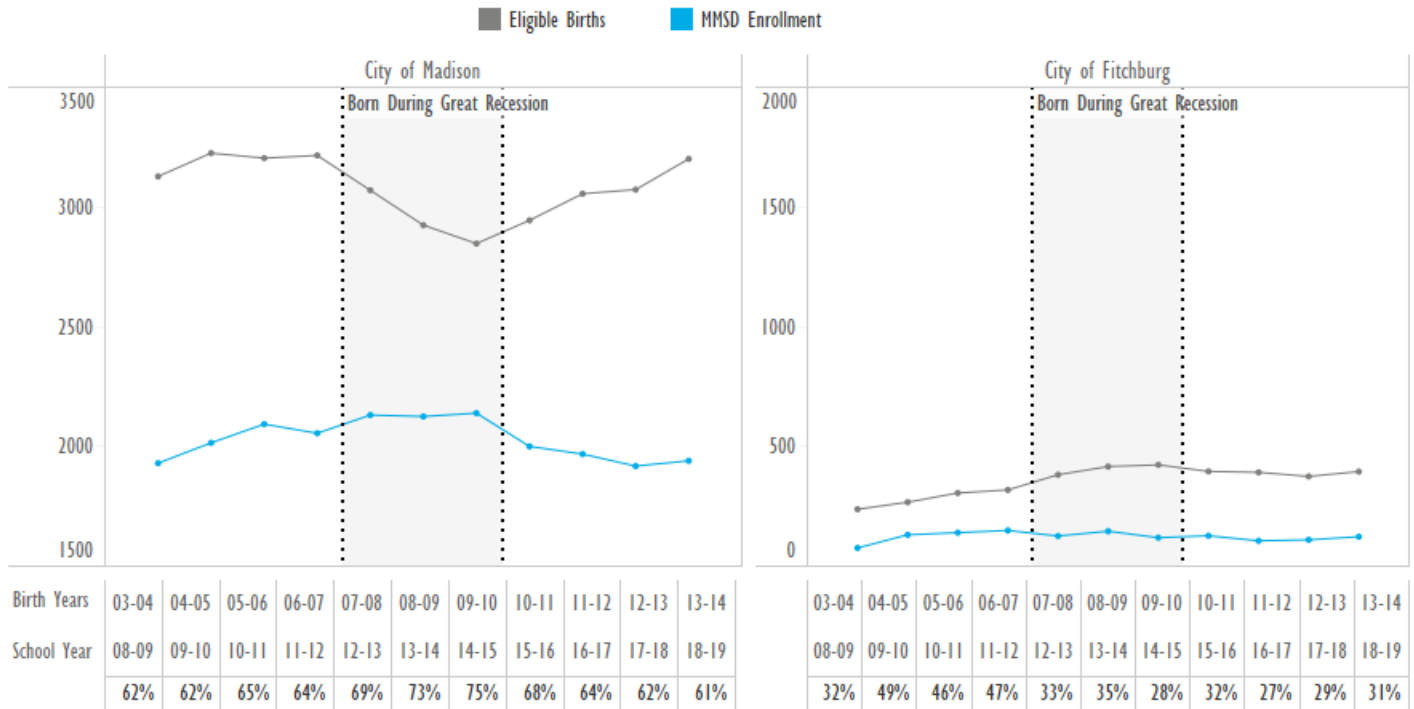
We cannot effectively evaluate the effects of the schools on K4 enrollment since MMSD does not have K4 attendance boundaries and many students attend off site providers. It is also very difficult to project/analyze KG enrollment since it is based on estimates of the number of children born in the area and not on enrollment in a previous grade.

OCSP is in the Lincoln ES attendance area and Lincoln is a paired elementary with Midvale ES for KG-2nd grade. It is difficult to determine how OCSP may have effected KG enrollment at Midvale, although the current year's enrollment of 137 is 15 students lower than the projected 152 students.

IMAP is in Hawthorne ES/Sherman MS/East HS attendance area. It is also conveniently located for students in the Emerson and Lake View ES attendance areas. Since IMAP serves 10 different grade levels, it is very difficult to estimate specific effects for each grade level at each school. It is of note that both Lake View's and Hawthorne's KG enrollments are below the projected amounts for the current school year: Lake View's enrollment is 39, 14 lower than the projection of 53 and Hawthorne's enrollment is 47, 19 lower than the projection of 66.

Appendix C: Enrollment in KG

Ten Year History of KG Enrollment and Eligible Births (KG Enrollment divided by Eligible Births below table)



Eligible births is a calculated amount. We estimate how many births in a year are born before September and these become eligible for KG five years later and the number of students born after September become eligible six years later. This corresponds to the age cut-off for entering KG.

The majority of MMSD's students live in the City of Madison, although a large number of students do live in the City of Fitchburg and other students enter through intra-district transfers.

During the Great Recession (2008 through 2009) the number of births in the City of Madison declined sharply. However, the number of students enrolling when those births became eligible for KG (five to six years later) did not decline. This may be due to development in surrounding suburbs stalling during the recession and more families choosing to stay in their homes for longer in the down market.

After the housing market recovered, the number of births in the City of Madison sharply increased while the number of students enrolling in MMSD five to six years later decreased. This may be due to families moving out of the City of Madison when the housing market improved.

There are large developments planned in MMSD's attendance area (current and long-term) and in surrounding suburbs. Whether or not enrollment in MMSD for KG begins to increase in coming years depends in part upon the dynamics of families selecting MMSD neighborhoods over living in nearby suburbs after children are born.

School Capacity Utilization Fall 2018

Key Findings

1. Most MMSD schools are not over their current capacity. Only two elementary schools (Marquette and Van Hise) and one high school (West) are above their current capacity.
2. Two elementary schools are projected to be above 100% of their current capacity in five years: Falk and Van Hise.

Background

The Research & Program Evaluation Office conducted a review of best practices for the calculation of school building capacity and target capacity utilization during the summer of 2017 and reported the findings in the RPEO report [Analysis of Current Building Capacity Calculation Methods \(2017-11-3\)](#). The current report is the second year the methods described in that report are being used.

Capacity Methodology

At the elementary school level, current capacity calculations are based on the number of available homerooms and the number of students that can sit in a homeroom. The number of available homerooms is calculated by first counting the number of rooms in each building that could serve as a classroom (well-ventilated rooms that are 500 square feet or larger and are not a library, gymnasium, auditorium, or cafeteria). Then, rooms that are used for certain other activities (art, music, OT/PT, strings, alternative programs, 4K, etc.) are subtracted from this count. The room uses for 2018-19 were established through self-reporting by elementary school principals and reviewed by the Research & Program Evaluation Office. The number of rooms available to be used as a homeroom is then multiplied by the ideal number of students who can sit in a homeroom (effective capacity factor) to calculate a current configuration capacity. Because room use can change significantly from year to year, school capacities can vary over time.

A maximum capacity for elementary schools is calculated by subtracting rooms used as K4 homerooms and an additional four rooms from the total number of rooms in each building that can serve as a classroom. The four room deduction is a standard deduction for other common classroom uses (e.g. one room for Art, one room for Music, one room for Occupational and Physical Therapy, and one additional room for other uses). This provides an estimate of the maximum number of students an elementary school building can support if all non-homeroom (KG-5th and K4) uses are moved to a minimum number of spaces. This may require the school to use non-ideal spaces for programmatic uses or use rooms for multiple purposes. This estimate is not reported here because it aligns to long-term planning and this report is focused on short-term (current year and next year) considerations.

The reported percent of current configuration capacity should be understood as the percent of space currently used as homerooms or open rooms which are filled by students. At the elementary school level, a percent of capacity near 100% does not necessarily mean that a school is near its maximum capacity, instead it implies that the rooms currently available for use as homerooms are full. When a building has sufficient space, it is common for schools to have extra pull-outs which are used for programs (e.g. behavior intervention, cross-categorical instruction) and when the number of students enrolled at the school increases these programmatic uses are put into fewer rooms, increasing available capacity.

At the secondary school level, because homerooms are less static and students move more frequently from room to room, school capacities are based on the number of instructional spaces and gyms without any adjustments based on room usage.

The capacity factors (how many students can sit in a room) is multiplied by the effective capacity adjustment (percent of available space in a room ideally filled on average) to calculate the effective capacity factor. The number of rooms available to be used as a homeroom is then multiplied by the effective capacity factor to calculate the school's capacity. The target utilization of a school's effective capacity is 90%, which will give the school enough available space to ensure instructional flexibility.



Capacity Factors

School Type	Maximum Capacity Factors	Effective Capacity Adjustment	Effective Capacity Factor
AGR (formerly SAGE) K-5	22	90%	19.8
AGR K-2	19	90%	17.1
AGR 3-5	24	90%	21.6
Other K-5	25	90%	22.5
K-2	23	90%	20.7
3-5	27	90%	24.3
Middle Schools	28	80%	22.4
Conventional High Schools	28	80%	22.4
Shabazz	21	80%	16.8

Note on Report Usage

The calculated capacities presented in this report are used to determine whether or not a school has sufficient available capacity to accommodate Internal Transfers, students transferring under other programs (e.g. DLI-DBE transfers), Open Enrollment enterers, and students entering the district under other programs (e.g. tuition waivers). The current capacity utilizations also assist the district in prioritizing building expansions, renovations, and the location of Alternative and 4K programming.

When a determination concerning the available space at a school is made an updated review of room usage and possible future changes for the coming school year are considered and updated enrollments are considered in conjunction with projections for the coming school year.

The methodology used here narrowly applies to considerations of the availability of space in a building based on the number of instructional rooms and the type of instructional model at the school. This methodology does not consider:

1. MMSD policy concerning the number of students in a section (recommended minimums, maximums, or ideals);
2. The number of students allowed to attend a school under an existing contract (e.g. Nuestro Mundo, Badger Rock, Wright, Spring Harbor);
3. The size of a building (e.g. small classrooms, wide hallways);
4. The number of available sections at a school in each grade based on instructional model, staffing, and physical space; or
5. The other considerations that are unique to each school, its building, and its programming.

All of these are taken into consideration when administrative decisions are made. This is an estimation of the physically available instructional space at each school and the amount of this available space that is being used at each school on the Third Friday of September count date relative to its ideal capacity utilization based on industry best practices. This report is not meant to cover all administrative considerations taken into account when determining how much space is available at a school and how much of it is being used. The capacity factors used in this report do not insinuate a recommendation about preferred class sizes.



Elementary Capacity Usage

For the 2018-2019 school year, two elementary schools are above 100% of current effective capacity: Marquette (100%) and Van Hise (108%). Both Marquette and Van Hise are shared buildings; Marquette is in the same building as O'Keeffe MS and other programs (e.g. SAPAR and LEAP) and Van Hise is in the same building as Hamilton MS.

Recall that elementary school capacities are based on how many instructional spaces are currently being used as KG-5th grade homerooms or are left open. Therefore, if a school's enrollment increases they can often switch the use of a room from a non-homeroom use to a homeroom and increase their effective capacity.

Marquette is currently using 15 instructional spaces for purposes other than a K-5 homeroom, with 6 of the 15 being used for LEAP and SAPAR. Therefore, Marquette can adjust room use in the long run to accommodate more students.

In contrast, Van Hise is currently using 4 instructional spaces for purposes other than a K-5 homeroom. This implies that Van Hise would have a more difficult time finding more homeroom space without utilizing rooms currently used by Hamilton MS.

The projection of students at Falk is driven by the current year's KG enrollment, which is 20 students (29%) higher than the enrollment in 2017-2018. Falk is currently using nine instructional rooms for uses other than a K4 or KG homeroom. Therefore, Falk should be able to accommodate more students over the long term if the projected growth does occur.

The effective capacity factors for the schools above 100% of capacity either currently (Marquette and Van Hise) or in the five-year projection (Falk and Van Hise) are: Falk = 19.8, Marquette = 24.3, and Van Hise = 22.5. If each school were to use all but four classrooms for homeroom (K4-5th grade) or permanent programming (LEAP and SAPAR) purposes their effective capacities would be: Falk = 455, Marquette = 340, and Van Hise = 405.

The five-year percent of effective capacities for the schools in this maximum capacity scenario would be: Falk = 104%, Marquette = 50%, and Van Hise = 103%.

	Current Effective Capacity (2018-2019)	KG-5 Enrollment (2018-2019)	Current Effective Capacity Utilization (2018-2019)	Five-Year Projected Enrollment (2023-2024)	Five-Year Effective Capacity Utilization (2023-2024)
Overall	13804	11797	85.5%	11425	82.8%
East area	3193	2729	85.5%	2592	81.2%
Marquette	194	195	100.3%	169	86.8%
Emerson	416	382	91.9%	383	92.1%
Lapham	207	185	89.4%	187	90.4%
Mendota	337	292	86.7%	304	90.4%
Hawthorne	396	340	85.9%	299	75.5%
Lowell	376	323	85.9%	297	78.9%
Sandburg	515	430	83.5%	403	78.2%
Lake View	317	261	82.4%	257	81.0%
Gompers	238	180	75.8%	168	70.9%
Lindbergh	198	141	71.2%	126	63.6%
La Follette Area	2772	2399	86.5%	2247	81.1%
Nuestro Mundo	317	306	96.6%	299	94.2%
Schenk	455	409	89.8%	426	93.6%
Kennedy	540	471	87.2%	419	77.6%
Glendale	515	445	86.4%	395	76.8%
Elvehjem	450	388	86.2%	339	75.3%
Allis	495	380	76.8%	369	74.5%
Memorial Area	3935	3225	82.0%	3348	85.1%
Crestwood	317	313	98.8%	306	96.5%
Falk	356	329	92.3%	474	133.0%
Chavez	675	607	89.9%	644	95.4%
Huegel	515	448	87.0%	430	83.6%
Muir	455	391	85.9%	415	91.0%
Stephens	608	496	81.6%	446	73.4%
Orchard Ridge	356	235	65.9%	215	60.2%
Olson	653	406	62.2%	419	64.2%
West Area	3904	3444	88.2%	3238	82.9%
Van Hise	405	439	108.4%	417	102.9%
Randall	365	354	97.1%	301	82.6%
Franklin	373	354	95.0%	331	88.9%
Midvale	428	401	93.8%	385	90.1%
Thoreau	436	403	92.5%	374	85.8%
Shorewood	495	442	89.3%	475	96.1%
Leopold	772	643	83.3%	592	76.6%
Lincoln	583	408	70.0%	363	62.2%

Yellow text indicates the percent of capacity used is between 90% and 100%

Red text indicates the percent of capacity is above 100%



Secondary School Capacity Usage

For the 2018-2019 school year, no middle schools and one high school are above their current effective capacity: West High (100%).

Unlike at the elementary level, all instructional spaces and gyms at secondary schools are taken into account when calculating the effective capacity. Therefore, at the secondary level the capacity of a school is dependent upon what kinds of spaces are counted and not on what the school is currently using those spaces for and is therefore less easily increased when more students enroll.

No middle schools and two high schools are projected to be above their ideal use of capacity (above 90%): Memorial (92%), West (97%).

Recall that secondary school capacity is more stable than at the elementary schools. Therefore, schools cannot generally expand their capacity to accommodate more students without renovations or changing the use of rooms from non-instructional to instructional.

	Current Effective Capacity (2018-2019)	6-12 Enrollment (2018-2019)	Current Effective Capacity Utilization (2018-2019)	Five-Year Projected Enrollment (2023-2024)	Five-Year Effective Capacity Utilization (2023-2024)
Middle Total	8646	5478	63.4%	5086	58.8%
High Total	9654	7530	78.0%	7870	81.5%
East	2666	1611	60.4%	1749	65.6%
Black Hawk	717	414	57.8%	359	50.1%
Sherman	851	428	50.3%	420	49.4%
O'Keeffe	963	450	46.7%	367	38.1%
La Follette	2285	1580	69.2%	1752	76.7%
Whitehorse	650	478	73.6%	402	61.8%
Sennett	1142	676	59.2%	598	52.4%
Badger Rock	157	85	54.2%	104	66.2%
Memorial	2262	1973	87.2%	2090	92.4%
Jefferson	672	556	82.7%	569	84.7%
Spring Harbor	381	265	69.6%	267	70.1%
Toki	963	587	60.9%	518	53.8%
West	2240	2245	100.2%	2177	97.2%
Hamilton	963	746	77.5%	712	73.9%
Cherokee	784	548	69.9%	518	66.1%
Wright	403	245	60.8%	252	62.5%
Shabazz	202	121	60.0%	102	50.8%

Yellow text indicates the percent of capacity used is between 90% and 100%

Red text indicates the percent of capacity is above 100%

Note: In the Fall 2017 report, gyms were not included in secondary schools capacities. Gyms are included here.

Inter-District Transfers Fall 2018

Key Findings

1. The net effect of inter-district transfers has decreased each of the last three years. The net loss of students has decreased by 234 students from four years ago (a 26% change).
2. The net effect of Open Enrollment transfers has decreased each of the past three years. The net loss of students has decreased by 283 students from four years ago (a 28% change).

Background

This report presents a history of inter-district student movement in MMSD, as well as detailed breakouts of Open Enrollment for the 2018-2019 school year. The state Open Enrollment program in Wisconsin took effect for the 1998-99 school year, in which MMSD had fewer than 20 leavers. Students are also able to transfer between districts through five other programs: 66.30 inter-district agreements, less than full-time enrollment, participation in Metro School, tuition payment agreements, and tuition waivers. Therefore, inter-district transfers encompasses Open Enrollment. The vast majority of inter-district transfers are made through the Open Enrollment program, so this report will focus on this program.

Starting in 2015-16, recording practices around inter-district transfers changed, allowing us to look more completely at transfers that occur through venues other than the state's Open Enrollment program.

Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or fewer and this is indicated by "—" in data tables.

There is a discussion of Open Enrollment leavers over time by school area in Appendix A.

Notes to Effect on Enrollment Visuals:

The vertical axes for the Effect of Enterers, Effect of Leavers, and Net Effect have different ranges, but the size of the range is the same (500 students). This emphasizes the magnitude of change over time at the expense of being able to visually compare the size of effects (i.e. compare leaver levels to enterers).

The effect of enterers (more positive as number increases) and leavers (more negative as number increases) and the net effect are shown by black numbers.

One-year positive change over time is shown by green numbers and negative change is shown as red numbers in the chart.

Cumulative positive change over time is shown by green numbers and negative change is shown as red numbers below the chart.

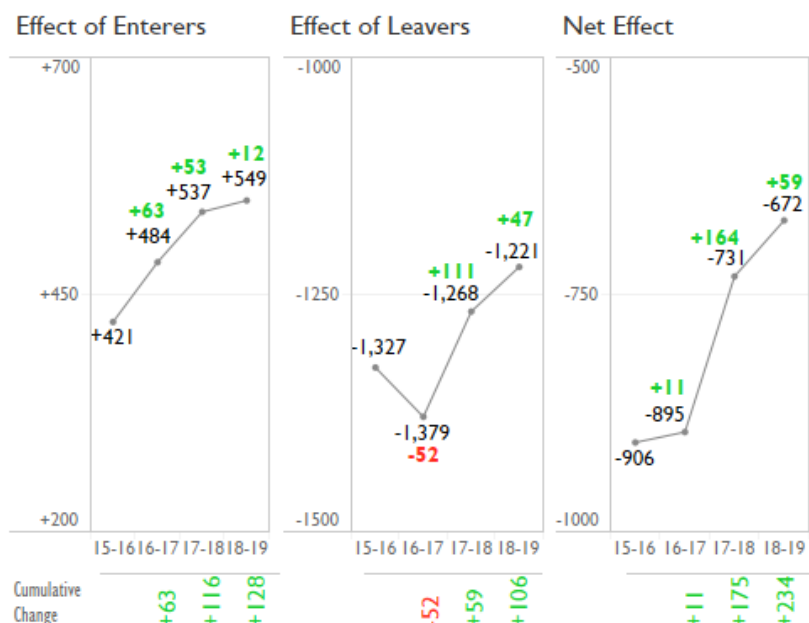
Effect of Inter-District Transfers on MMSD Enrollment

The number of enterers has increased the past three years, resulting in an increase of 128 students over the past four years (a 30% increase).

The number of leavers has decreased the past two years, resulting in a decrease of 106 students over the past four years (an 8% decrease).

The improvements in the numbers of both enterers and leavers has led to a decrease in the net loss of students to inter-district transfers.

The net loss of students has decreased by 234 students over the past four years (a 26% change).





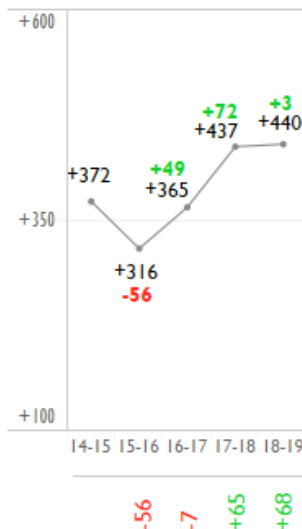
Effect of Open Enrollment Program on MMSD Enrollment

The number of Open Enrollment enterers has increased three years in a row. The number of enterers is up 68 students from five years ago, and is up 124 students from four years ago.

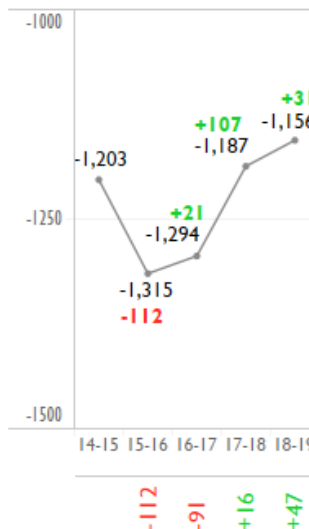
The number Open Enrollment leavers has decreased for three years in a row. The number of enterers is down 47 students from five years ago, and is down 169 students from four years ago.

The combined effect of increasing enterers and decreasing leavers has decreased the net loss of students by 115 from five years ago, and by 283 students from four years ago. That is a 14% change over the past five years and 28% over the past four years.

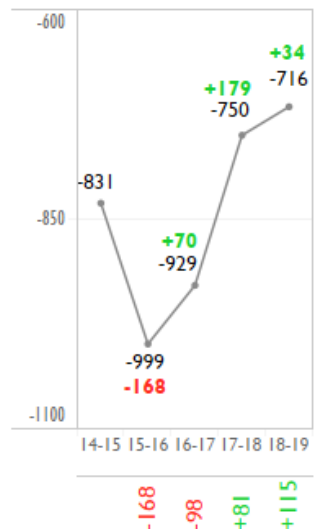
Effect of Enterers
(Open Enrollment)



Effect of Leavers
(Open Enrollment)



Net Effect
(Open Enrollment)



Effect of Continuing and New Open Enrollees on MMSD Enrollment

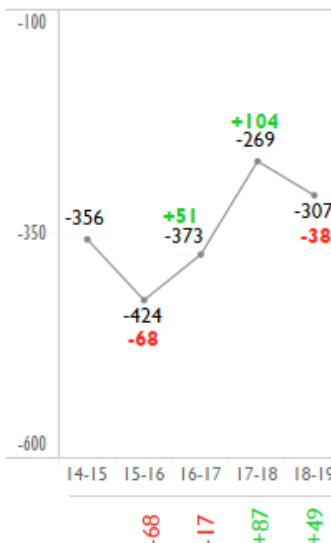
Of the 1,156 students that transferred out of MMSD through the Open Enrollment program, 307 were new open enrollees and 849 were continuing open enrollment leavers.

The 307 new leavers is 38 students more than during the 2017-18 membership count, but is 117 students less than the high of 424 new leavers during the 2015-16 school year.

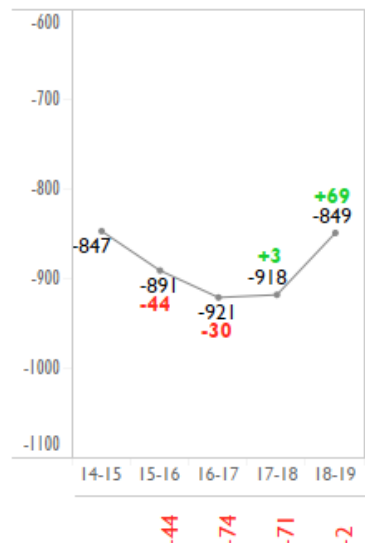
The total number of leavers had increased much faster as the number of first time leavers increased (up until 2015-16) because of the cumulative effect of Open Enrollment. The recent decreases in the number of new leavers has slowed the cumulative effect of Open Enrollment and the future cumulative effects will depend on whether the number of new leavers decreases or increases in the future.

The recent decreases in new leavers have contributed to the second straight decrease in the effect of continuing leavers.

Effect of New Leavers
(Open Enrollment)



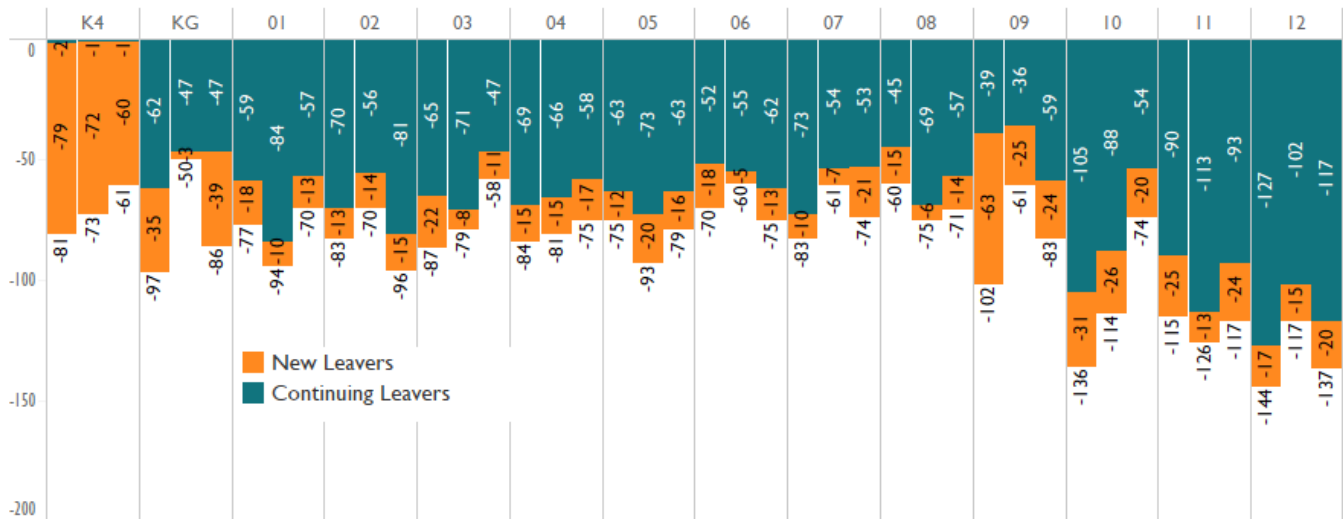
Effect of Continuing Leavers
(Open Enrollment)





Effect of New and Continuing Leavers by Grade

Effect of New and Continuing Open Enrollment Leavers

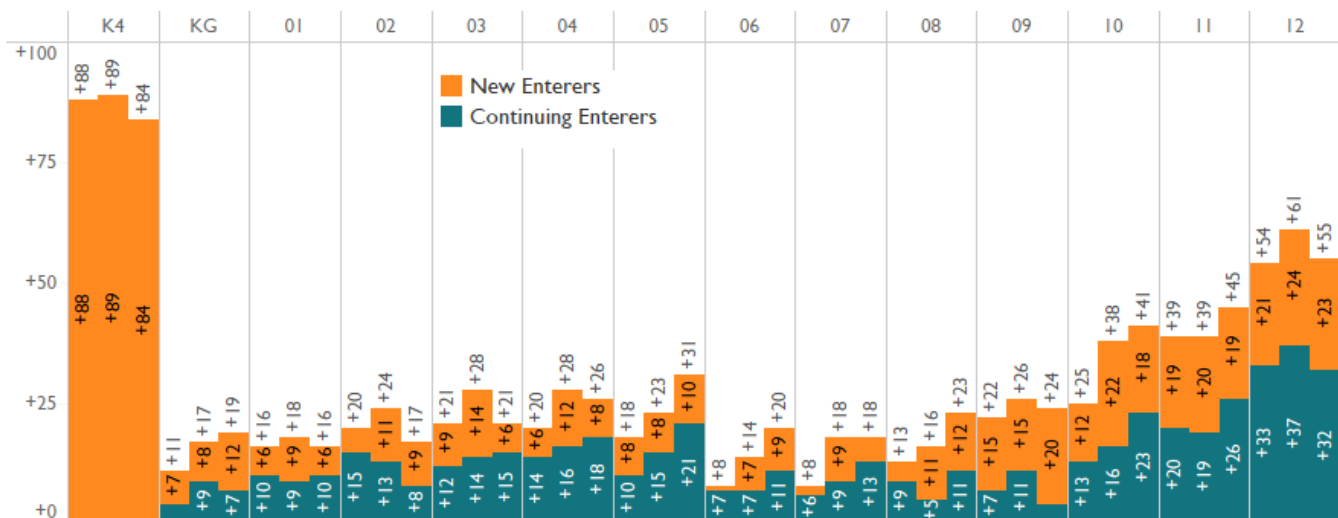


Note to Effect of New and Continuing Leavers: Schools years summarized are 2016-17, 2017-18, and 2018-19. The total effect of the new and continuing leavers is at the bottom of the bar.

The number of new Open Enrollment leavers in KG returned to being one of the most common grades for new leavers, after being the least common year during the 2017-2018 school year. Most grades have relatively similar numbers of leavers across years. K4, 3rd and tenth grade have seen significant decreases from three years ago.

Effect of New and Continuing Enterers by Grade

Effect of New and Continuing Open Enrollment Enterers



Note to Effect of New and Continuing Leavers: Schools years summarized are 2016-17, 2017-18, and 2018-19. The total effect of the new and continuing leavers is at the top of the bar.

The pattern of new Open Enrollment enterers is similar over the past three school years. Generally, the number of Open Enrollment enterers in each grade has increased or stayed static over the past three school years. The largest relative increases have been in KG, fifth, sixth, seventh, eighth, and tenth grade.



Race and Ethnicity of Open Enrollment

Black or African American and multiracial students are over-represented among Open Enrollment enterers, while white students are under-represented.

In comparison, white students are over-represented among Open Enrollment leavers, while all other racial/ethnic groups are under-represented.

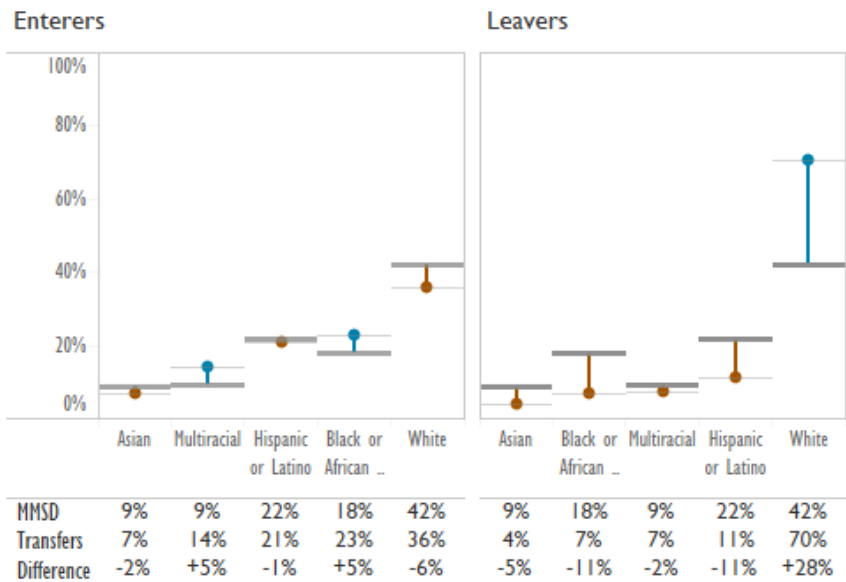
Note to Demographics Visual

The percent of MMSD enrollment is represented by a thick grey horizontal line and the percentage is labeled below the graph as MMSD.

The percent of Open Enrollment transfers is represented by a thin line and is labeled below the graph as Transfers.

A bar topped with a point leads from the MMSD reference to the percent of Transfers, a blue bar indicates over-representation and a brown line indicates under-representation.

Demographics of Open Enrollment
(Compared to MMSD Overall)



Fiscal Impact of Open Enrollment

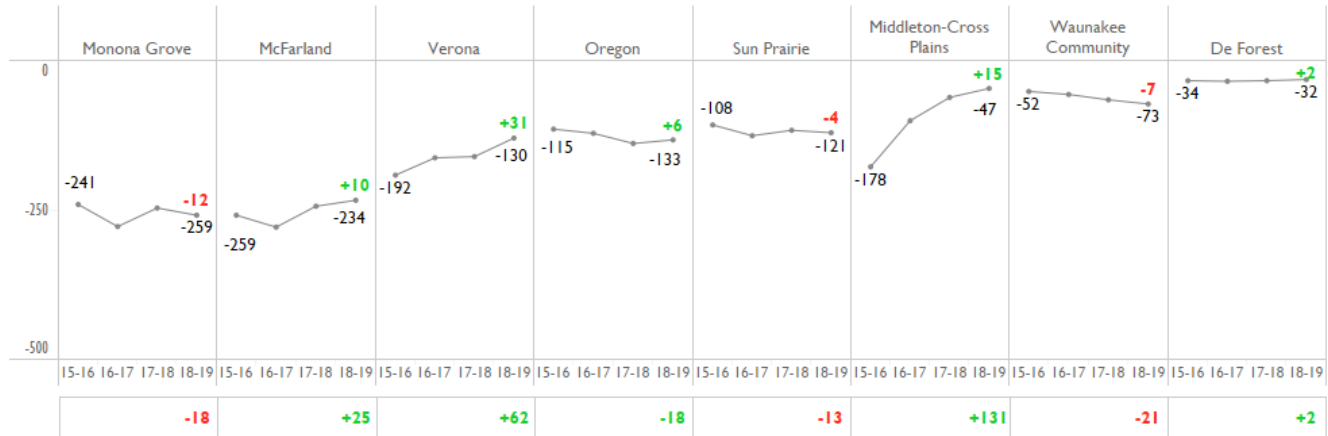
The fiscal impact of the Open Enrollment program is composed of transfers of funds from the district of residence to the district that accepts the Open Enrollee.

The estimated fiscal impact of Open Enrollment for the 2018-19 school year is a loss of \$5,994,640 in revenue due to these transfers between districts.

School Year	Open Enrollment Income	Open Enrollment Expense	Net Open Enrollment Cost
14-15	\$2,277,485	\$7,746,514	\$5,469,029
15-16	\$1,938,889	\$8,520,423	\$6,581,534
16-17	\$2,556,777	\$8,854,549	\$6,297,772
17-18	\$2,892,142	\$8,770,752	\$5,878,610
18-19 (estimate)	\$2,885,847	\$8,880,587	\$5,994,640

Effect of Open Enrollment Leavers on MMSD Enrollment by School District

Effect of Open Enrollment Leavers by Destination
(Dane County School Districts)



The one year change and cumulative change are only labeled for the current school year due to space constraints.

The number of Open Enrollment Leavers are only labeled for 2015-2016 and 2018-2019 due to space constraints.

Generally, the most common destinations for Open Enrollment leavers are other Dane County districts such as Monona Grove, McFarland, Oregon, Sun Prairie, and Verona.

The number of leavers attending Middleton-Cross Plains Area school district has changed dramatically over the past few years, from 178 students during the 2015-16 school year to 47 during the 2018-19 school year. This decrease of 131 students (74% decrease) is a large contributor to the decrease in the number of Open Enrollment leavers for MMSD. Middleton-CPA has been declining higher percentages of Open Enrollment requests in recent years due to a lack of school capacity.

Open Enrollment Leavers by School and External District

The elementary schools with the highest number of Open Enrollment leavers are Leopold (112) and Glendale (72). Seventy-nine of the 112 leavers from the Leopold attendance area open enrolled into the Oregon School District, which is in close proximity to many parts of the Leopold area. A further 24 open enrolled into the Verona School District which also borders the Leopold area. Similarly, 48 of the 72 Open Enrollment leavers from the Glendale attendance area open enrolled into the bordering McFarland School District. Open Enrollment is most common for schools that are very close to other districts and represents a persistent, structural part of the Open Enrollment process.

At the secondary level, Sennett has the highest number of leavers among middle schools (67), with most attending Monona Grove or McFarland. La Follette has the highest number of leavers among high schools (173), with most again attending Monona Grove or McFarland. Both of these patterns are explained by largely geographic proximity.

Notes on Optional Attendance Zones

The Optional High School attendance area was created many years ago to give low-income minority students a choice of schools to attend. The middle school optional attendance areas were created because some students live within walking distance of a school that would not normally be a part of the feeder pattern of their attendance area. Students living in the Allied Assigned attendance area are assigned to one of two schools (Crestwood and Stephens) to prevent a high concentration of low-income students in a single school.



Open Enrollment Enterers Fall 2018-Elementary School

	All Districts	Middleton-Cross Plains	Verona	Monona Grove	Sun Prairie	Oregon	De Forest	Other Districts
All School Areas	212	61	49	24	24	11	8	35
4K PK Off Site	69	29	12	9	--	--	--	8
Chavez	17	--	11			--		--
Glendale	12	--		--	--	--		--
Nuestro Mundo	9		--	7				
Orchard Ridge	9	--	--					--
Thoreau	9	--	7					
Huegel	7	--	--		--			
Kennedy	7			--	--			--
Stephens	7	--			--			--
Other School Areas	66	18	10	--	12	--	--	12

Open Enrollment Leavers Fall 2018-Elementary School

	All Districts	Monona Grove	Oregon	McFarland	Sun Prairie	Verona	Waunakee	Merrill	De Forest	Middleton- Cross Plains	Other Districts
All Schools	525	120	88	81	60	51	47	18	14	9	37
Leopold	112	--	79			24		--		--	--
Glendale	72	17	--	48	--						--
Allis	45	20	--	--	--			--	--		--
Elvehjem	40	27		--	--	--		--			--
Kennedy	37	21		--	10		--	--			
Schenk	25	9		--	--		--	--			--
Sandburg	24	--		--	8		--		--		--
Mendota	23	--		--	--		12		--		
Gompers	21	--		--	--		12	--			--
Hawthorne	18	--			9		--	--	--		
Lindbergh	14	--			--		11				
Falk	12	--		--		--			--		
Chavez	9		--			--				--	--
Lake View	8	--			--		--		--		
Stephens	8			--			--			--	--
Thoreau	7			--		--					
Lowell	7	--			--			--			--
Olson	7			--		--	--				--
Other Schools	36	--		--	--	7	--	--	--	--	9

The number of Open Enrollment transfers to all the districts summarized in Other Districts and all schools and school areas summarized in Other School and Other Areas are 6 or fewer, and would be suppressed if listed.



Open Enrollment Enterers Fall 2018-Secondary School

	All Districts	Middleton-Cross Plains	Verona Area	Sun Prairie	De Forest	Monona Grove	Waunakee	Oregon	Other Districts
All Schools	226	54	51	28	19	18	12	10	34
All MS	61	--	17	10	--	8	--	--	8
Sennett	15		--	--		8			--
Jefferson	10	--	--	--				--	
Toki	9	--	7					--	
Cherokee	9	--	--						--
Other MS	26	--	--	--	--		--	--	--
All HS	165	48	34	18	14	10	9	--	--
Memorial	59	33	14	--			--	--	--
La Follette	33	--	--	--	--	--	--	--	8
East	30		--	10	--	--	--		8
West	28	7	11	--		--	--	--	--
Shabazz	8	--		--	--		--		--
Other HS	7	--	--	--	--				

Open Enrollment Leavers Fall 2018-Secondary School

	All Districts	McFarland	Monona Grove	Verona	Sun Prairie	Oregon	Middleton-Cross Plains	Waunakee	De Forest Area	Waukesha	Merrill	Grantsburg	Appleton	Other Districts
All School Areas	631	153	139	79	61	45	38	26	18	14	12	9	8	29
All MS	220	58	35	10	26	28	11	16	8	--	7	--	--	9
Sennett	67	32	23		--	--			--		--			--
Cherokee	36	--	--	--		25		--			--			--
Black Hawk	29	--	--		--		--	11	--	--	--	--		--
Whitehorse	22	--	7		--				--		--	--		--
Jefferson	17	--					--	--	--	--			--	
Sherman	17	--	--		--			--	--	--			--	
Toki	16	--		--	--	--	--			--	--			
Hamilton	7	--					--	--		--				--
Other MS Areas	9	--			--		--							
All HS	411	95	104	69	35	17	27	10	10	9	--	7	--	20
La Follette	173	59	78		19	--			--	--	--	--		--
Memorial	91	14	--	44	--	--	18	--	--	--		--		7
East	87	17	23		--	--	--	--	7	--	--	--	--	--
West	57	--	--	25		11	--			--	--	--	--	--
Other HS Area	--	--	--				--							

The number of Open Enrollment transfers to all the districts summarized in Other Districts and all schools and school areas summarized in Other School and Other Areas are 6 or fewer, and would be suppressed if listed. Some numbers larger than 6 have been suppressed to prevent numbers smaller than 7 be deduced

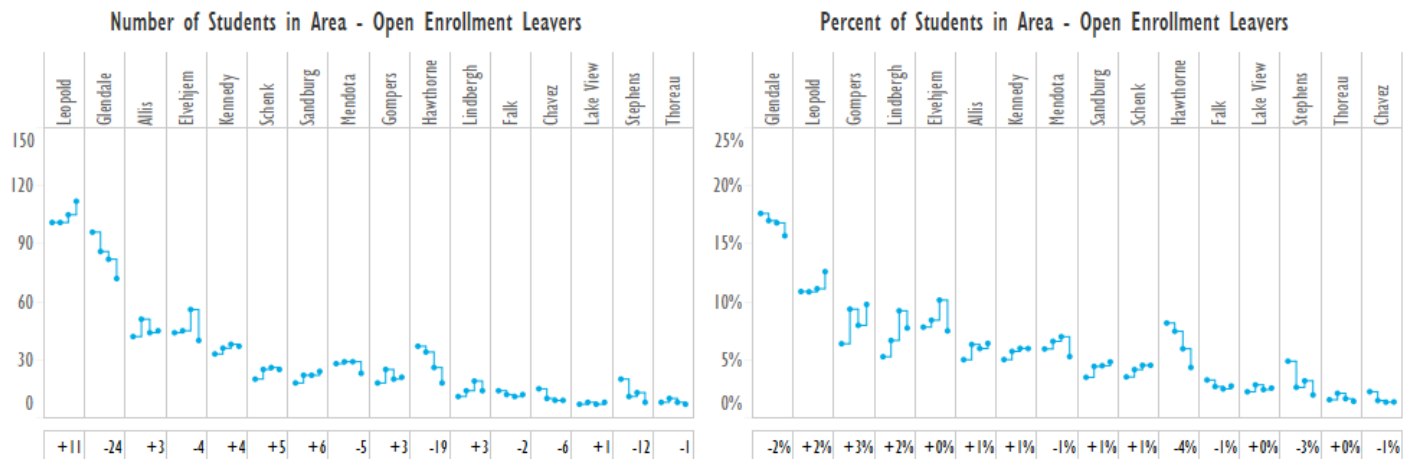
Appendix A: Open Enrollment Leavers by School Area

Note to Visualizations

The last four years are summarized: 2015-16 through 2018-19. Only schools with 7 or more transfers in each year are summarized.

The number of students visualization is ordered from highest to lowest by number of students and the percent of students visualization is ordered on percent of students for the current school year (2018-19).

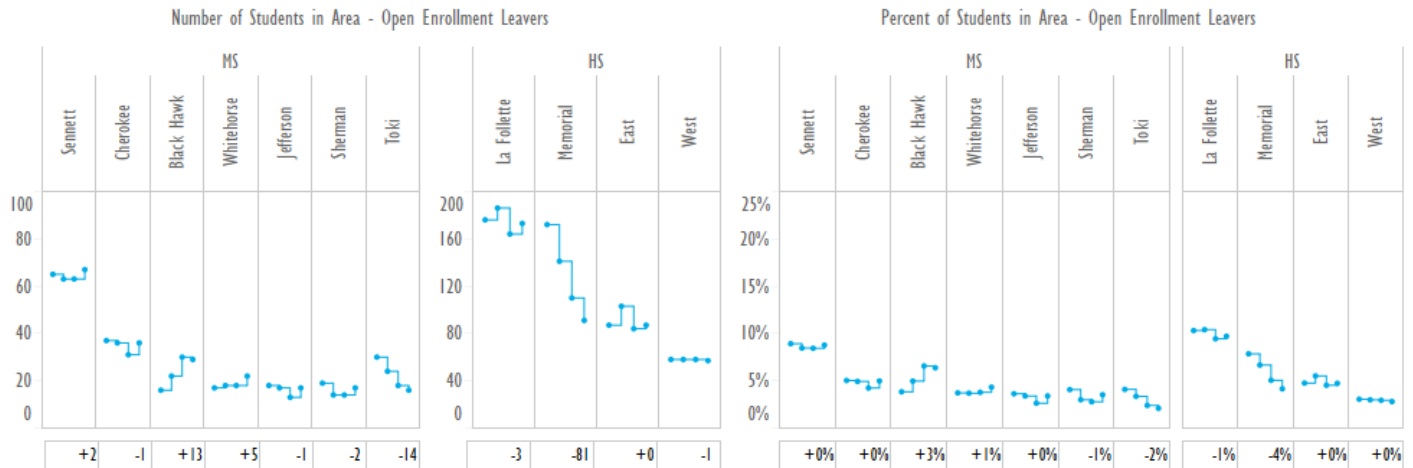
Elementary School Open Enrollment Leavers



The schools with the most Open Enrollment leavers border at least one other school district (e.g. Leopold, Glendale, Allis, Elvehjem, Kennedy). The number of Open Enrollment leavers in each school area is relatively stable over time, with larger changes at Leopold (11 student increase from 101 to 112), Glendale (24 student decrease from 96 to 72), Hawthorne (19 student decrease from 37 to 18), and Stephens (12 student decrease from 20 to 8).

The schools with the highest percentage of the students living in their attendance area participating in Open Enrollment as leavers follows a similar pattern to the schools with the highest number. The school with the highest percent of students leaving through Open Enrollment is Glendale ($72 \text{ of } 459 = 16\%$) even though the school with the highest number is Leopold ($112 \text{ of } 889 = 13\%$).

Secondary School Open Enrollment Leavers



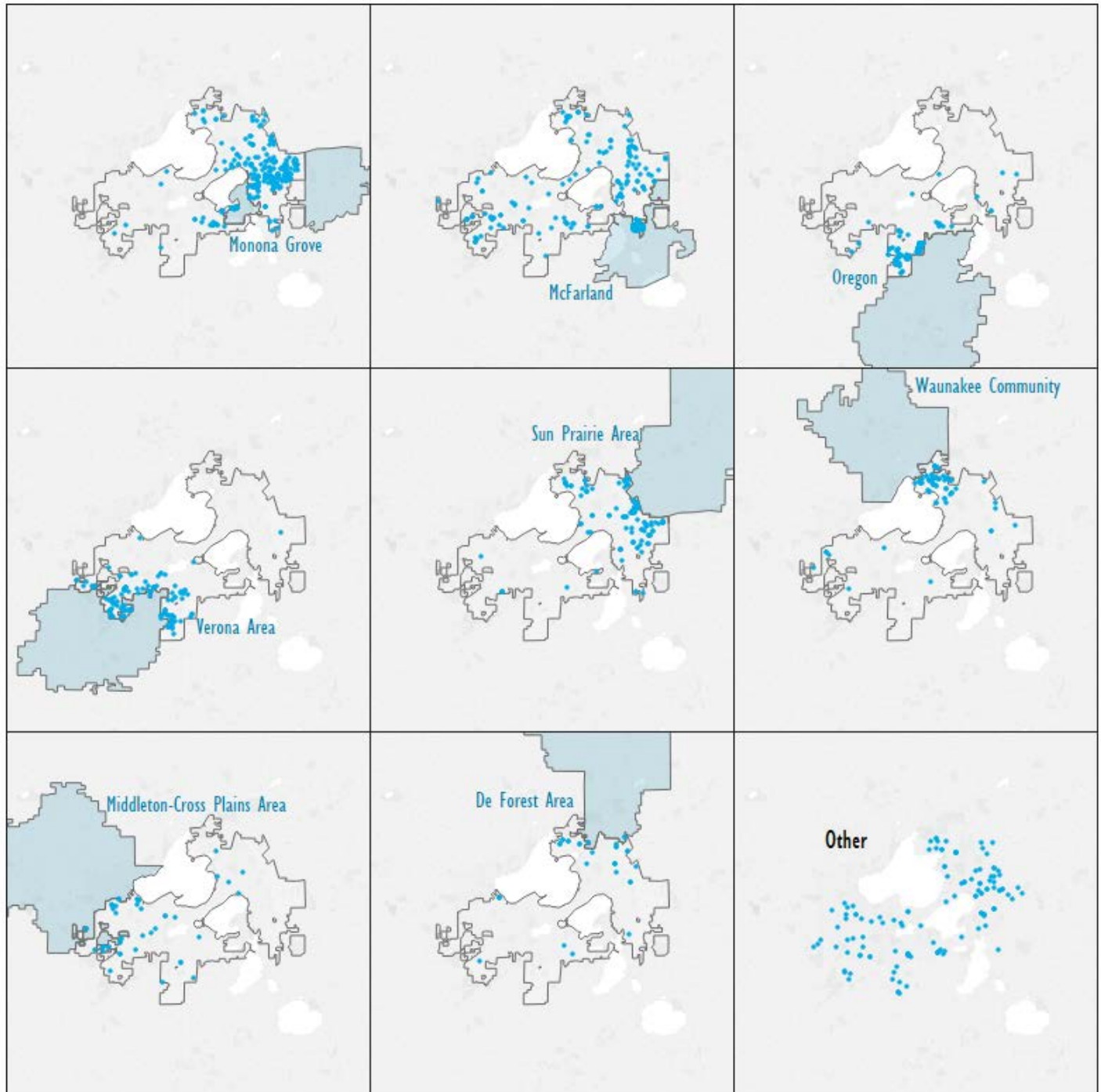
Open Enrollment leaver-ship is highest at the middle school level in the Sennett area both by count of student and by percent of students living in the attendance area. At the middle school level the number and percent of students participating in Open Enrollment as leavers is fairly stable, with larger changes occurring for Black Hawk (13 student increase from 16 to 29) and Toki (14 student decrease from 30 to 16).

Geography does not apply in the same way at the high school level since each high school's attendance area borders another district. The number and percent of students participating in Open Enrollment as leavers is very stable for MMSD high school areas, except for Memorial. The number of Open Enrollment leavers from Memorial's attendance area decreased by 81 students (from 172 to 91 students), a 4 percentage point decrease in leaver-ship.

As discussed in the [Effect of Open Enrollment Leavers on MMSD Enrollment by School District](#) section, Middleton-CPA has been denying applications for Open Enrollment due to capacity constraints in that district. Memorial's attendance area borders Middleton-CPA and much of the decrease in Open Enrollment leaver-ship can be explained by Middleton-CPA denying applications.



Open Enrollment Leaver Map



1. Open Enrollment leavers are clustered in areas around the outskirts of the district.
2. Open Enrollment leavers generally attend the closest suburban school district to their home.

Intra-District Transfers Fall 2018

Key Findings

1. The number of students transferring to a school other than their traditional attendance area school has decreased from 3,541 students during the 2015-2016 school year to 3,177 students during the 2017-2018 school year. The decrease of 364 students represents a reduction of 10% in the number of transfers.
2. Black or African American and Hispanic or Latino students are over-represented among students attending a school through intra-district transfers. Asian and white students are under-represented among students attending a school through intra-district transfers.

Background

This report presents data on intra-district transfers for the 2018-19 school year. Intra-district transfers include students residing within the attendance boundary of MMSD and attending a school other than those assigned to that area under seven categories: the Internal Transfer program, the DLI-DBE transfer program, Administrative Transfers, Special Education placements, and transfers approved for reasons under other programs and outside these programs. Intra-district transfers are identified for this based on the attendance boundary where students live and the school they are attending.

Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or fewer (--).

Notes on Attendance Zones

This report presents intra-district transfer figures for some students living in optional or assigned attendance zones (denoted as Allied Asg, Opt Cher/Ham, etc.). The optional high school attendance zone was created many years ago to allow low-income, minority students to have a choice of schools. Middle school optional attendance zones were created because some students live within walking distance of a school that is not the school they typically would attend. Students living in the Allied Assigned attendance area are assigned to one of two elementary schools (Crestwood or Stephens) to prevent a high concentration of low-income students in a single school.

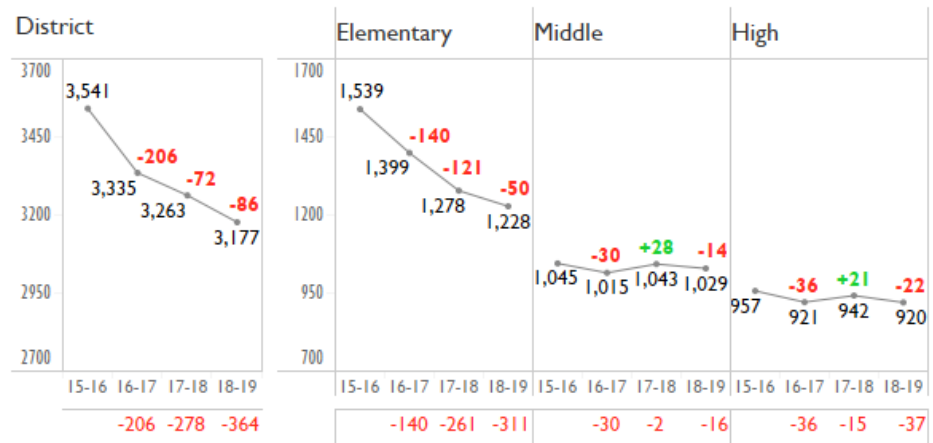
Nuestro Mundo, Badger Rock, Spring Harbor, and Wright are charter/magnet schools, although they all draw students primarily from specific attendance areas. Students attending these schools are treated as transfers under Other Reasons or DLI-DBE transfers for Nuestro Mundo students. Similarly, students attending alternative education environment for secondary education (Capital High, Shabazz High, and Metro School) are treated as transfers under Other Reasons.



Intra-District Transfers

The number of students transferring to a school other than their traditional attendance area school has decreased from 3,541 students during the 2015-2016 school year to 3,177 students during the 2017-2018 school year. The decrease of 364 students represents a reduction of 10% in the number of transfers.

The number of students transferring at the secondary level is almost unchanged over the four year period, while the number of transfers at the elementary level has decreased by 20%.



Notes to Intra-District Transfers Visual

The vertical axes for the District Transfers and Transfers by Grade Level have different ranges, but the size of the range is the same (1,000 students). This emphasizes the magnitude of change over time at the expense of being able to visually compare the size.

One-year increases are shown by green numbers and decreases are shown as red numbers in the chart.

Cumulative increases over time are shown by green numbers and decreases are shown as red numbers below the chart.

Intra-District Transfers by Type for 2018-2019

Internal Transfer	DLI-DBE Transfer	Charter or Magnet School	Alternative Education Environment	Other Reasons	Administrative Transfer	Special Education Placement
1055	696	590	422	283	110	21

The most common method of intra-district transfer is through the Internal Transfer program. Thirty-three percent (33%) of intra-district transfers are through Internal Transfers. The most common types of intra-district transfers after the Internal Transfer program are transfers into non-traditional education environments: 22% to DLI-DBE environments, 19% to Charter or Magnet environments, and 13% to Alternative Education Environments.

District efforts to document the transfer type categories continue to improve. A history of types of intra-district transfers is not presented because changes over time may be due to improved data tracking and not to actual changes in types of transfers.

Intra-district Transfers by Location

At the elementary school level, the percentage of students transferring to a school other than their traditional attendance area school ranges from 2% (Chavez, Muir, Randall, Shorewood) to 44% (Allis). The highest net reduction due to intra-district transfers is for Allis, with 205 of the 254 transfers out attending Nuestro Mundo as DLI-DBE transfers.

At the middle school level, the percentage of students transferring to a school other than their traditional attendance area school ranges from 6% (O’Keeffe) to 35% (Cherokee). In total 1,000 students transferred out of the traditional middle school attendance areas and 595 of them went to attend either Badger Rock, Spring Harbor, or Wright (MMSD’s Charter/Magnet middle schools).

At the high school level, the percentage of students transferring to a school other than their traditional attendance area school ranges from 8% (West, Optional Area) to 15% (East). In total 896 students transferred out of their traditional high school attendance area school and 454 of them went to attend an alternative school (Capital, Innovative & Alt, Metro, Shabazz). West is the only traditional high school with a net positive intra-district transfer effect, with 11 net students added to the school’s enrollment through the process.

In general, MMSD students attend their traditional attendance area school. Schools with relatively higher transfers out are schools with Charter/Magnet school lotteries specifically designed to enroll students from their area.

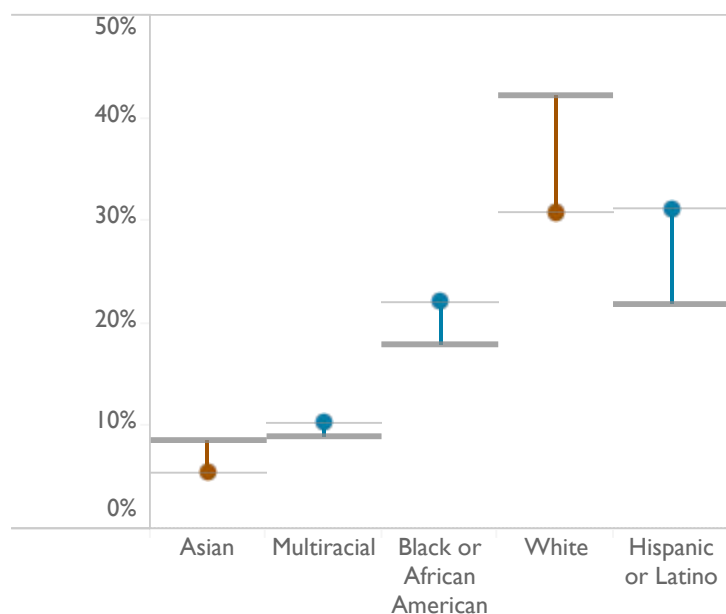
Intra-district Transfers by Race

Black or African American and Hispanic or Latino students are over-represented among students attending a school through an intra-district transfer.

Asian and white students are under-represented among students attending a school through an intra-district transfer.

Hispanic or Latino students are over-represented for intra-district transfers overall, in part, because they are over-represented among DLI-DBE transfers. Of the district’s 696 DLI-DBE transfers, 414 identified as Hispanic or Latino (59.5%). Put another way, of the 988 intra-district transfers identifying as Hispanic or Latino forty-two percent (42%) were DLI-DBE transfers.

Demographics of Intra-district Transfers
(Compared to MMSD Overall Demographics)



Note to Internal Transfers by Race Visual

The percent of MMSD enrollment by race is represented by a thick grey horizontal line.

A bar with a circle end point from the district reference to the percent of intra-district transfers, **brown if under-represented** and **blue if over-represented**.

Enrollment	9%	9%	18%	42%	22%
Transfers	5%	10%	22%	31%	31%
Difference	-3%	+1%	+4%	-11%	+9%



Elementary School Intra-district Transfers in East and La Follette Areas

			Attendance Area East										La Follette					Other	Out of District	School Total	Transfer In	% Transfer In	Net Transfers
			Emerson	Gompers	Hawthorne	Lake View	Lapham	Marquette	Lindbergh	Lowell	Mendota	Sandburg	Allis	Elvehjem	Glendale	Kennedy	Schenk						
School Attending	East	Emerson	349		--	--			--	--	--	--			--	--	--	--	--	382	32	8%	-12
		Gompers		147		--			7	--	16			--		--	--	--	--	180	33	18%	20
		Hawthorne	--		304	--	--		--	--	7	--				--	--	--	--	340	32	9%	-7
		Lake View	7	7	--	206	--		8		18		--	--	--	--	--	--	--	261	52	20%	11
		Lapham	--			--	88	90			--					--	--	--	--	185	--	3%	0
		Marquette	--		--	--	81	90		--	--	--		--	--		--	--	--	195	22	11%	14
		Lindbergh				--			124		10							--	--	141	16	11%	-5
		Lowell	--		--	--	--	--		278	--	--	--	--	--	10	--	--	--	323	43	13%	18
		Mendota	--	--	--	--			--		271	--					--	--	--	292	20	7%	-49
		Sandburg	--		8	--			--	--		386		--	--	--	--	--	--	430	38	9%	13
La Follette	Allis	--		--	--	--	--		--		325	--	10	--	7	10	--	--	380	49	13%	-205	
	Elvehjem		--	--				--	--	--	11	356	--	7	--	--	--	--	388	30	8%	-46	
	Glendale	--	--	--	--	--	--		--	--	10	43	309	33	10	12	10	--	445	126	28%	93	
	Kennedy	--		--				--		--	7	8	--	424	15		--	--	471	41	9%	-28	
	Schenk				--				--	--	--			--	393		--	--	409	15	4%	-58	
	Nuestro Mundo	7	--	--			--	--	--	--	--	205	13	--	8	--	17	31	306	275	90%		
Other Schools		--				--			--		11		--	--	--								
Area Total		393	160	343	247	175	188	145	303	340	411	579	432	342	493	466							
Transfer Out		44	13	39	41	--	8	21	25	69	25	254	76	33	69	73							
% Transfer Out		11%	8%	11%	17%	3%	4%	14%	8%	20%	6%	44%	18%	10%	14%	16%							

Elementary schools are grouped by high school attendance area. Paired elementary schools are also grouped: Lapham-Marquette, Franklin-Randall, Lincoln-Midvale. Transfers between the East/La Follette area schools and the Memorial/West area schools are all less than 7.

The number of students transferring into and out of schools in the Memorial/West areas are summarized into Other Schools and Other Areas in the table above.



Elementary School Intra-district Transfers in Memorial and West Areas

			Attendance Area Memorial								West								Other		Out of District					
			Chavez	Crestwood	Falk	Huegel	Muir	Olson	Orchard Ridge	Stephens	Allied Dr	Franklin	Randall	Leopold	Lincoln	Midvale	Shorewood	Thoreau								
School Attending	Memorial	Chavez	550		7	14		--	--			--	--	--		--	--			16	607	41	7%	28		
		Crestwood		244	--	--	--	--	--	--	47			--		--	--	--		--	313	18	6%	1		
		Falk	--		298	14		--	11					--		--	--	--		--	329	29	9%	-37		
		Huegel		--	17	410		--	--			--		--	--	--				7	448	31	7%	-30		
		Muir		--	--	--	357			--			--	--	--	--				--	391	28	7%	19		
		Olson	--		8	--	--	378	--	--		--		--			--	--		--	406	23	6%	6		
		Orchard Ridge			8	--			205	--	--			--	--	--			--	9	235	21	9%	-6		
		Stephens	--	--	10	--	--	--	--	323	123			--	--			9	--	7	496	43	9%	28		
West	Franklin										153	189		--	--		--	--	--	354	8	2%	-3			
	Randall				--			--	--		156	182		--	--		--	--	--	354	13	4%	6			
	Leopold	--		--	--	--				--			604		--		15		7	643	35	5%	-22			
	Lincoln	--	--	--	--				--		--		--	231	149		--	--	--	408	25	6%	1			
	Midvale	--	--						--	--	--		--	222	160		--	--	--	401	17	4%	-13			
	Shorewood		--	--	--	--	--		--		--	--	--		7	406		--	--	442	30	7%	23			
	Thoreau	--	--	--	--			--		--			9		--	--	370	--	7	403	26	6%	-20			
	Van Hise	--			--										--	--		429		439	10	2%				
Other Schools		--	--	--	--		--	--	--	--	--	--	13	10	--	--	10	--								
	Area Total	563	261	364	471	366	395	232	338	176	320	378	661	477	339	413	416	448								
	Transfer Out	13	17	66	61	9	17	27	15	--	11	7	57	24	30	7	46	19								
	% Transfer Out	2%	7%	18%	13%	2%	4%	12%	4%	3%	3%	2%	9%	5%	9%	2%	11%	4%								

Elementary schools are grouped by high school attendance area. Paired elementary schools are also grouped: Lapham-Marquette, Franklin-Randall, Lincoln-Midvale. Transfers between the East/La Follette area schools and the Memorial/West area schools are all less than 7. The number of students transferring into and out of schools in the East/La Follette areas are summarized into Other Schools and Other Areas in the table above.



Secondary School Intra-district Transfers

				Attendance Area										HS					Out of District	School Total	Transfer In	% Transfer In	Net Transfers
				MS East			La Follette		Memorial				West										
				Black Hawk	O'Keeffe	Sherman	Sennett	Whitehorse	Jefferson	Toki	Allied Dr	Opt Toki/Jeff	Cherokee	Hamilton	Opt Cher/Ham								
School Attending	MS	East	Black Hawk	380	--	12	--	--			--	--											--
			O'Keeffe	13	384	34	8	7			--	--							--	450	64	14%	+38
			Sherman	12	11	382	--	9	--			--							--	428	40	9%	-42
	La Follette	Sennett	--	--	12	599	26	--	--	--	--	7	--					14	676	63	9%	-32	
		Whitehorse	--	--	10	21	431	--			--	--	--					--	478	43	9%	-11	
		Badger Rock	--	--	--	40	--	--	14			16	--					--	85	84			
	Memorial	Jefferson	--		--	--		350	37	61	71	13	--					14	556	60	11%	-71	
		Toki	--		--	--	--	--	533	--	15	10	--					10	587	23	4%	-191	
		Spring Harbor	--					105	132	--	18	--						--	265	263			
	West	Cherokee		--	--	--	--	--	14	--	--	445	53	--				9	548	78	14%	-162	
		Hamilton			--	--	--	8	--	--	--	18	683	19				7	746	37	5%	-73	
		Wright		--	--	--	--	--	12	--	--	168	44	--				--	245	244			
HS	Traditional	East												1461	85	--	--	10	--	1611	105	7%	-150
		La Follette												95	1367	26	23	27	42	1580	144	9%	-76
		Memorial												--	--	1813	50	20	68	1973	72	4%	-183
		West												31	32	115	1794	237	35	2244	177	8%	+11
	Alternatives	Capital												28	41	46	26	--	--	156	151	97%	
		Innovative & Alt												23	28	38	33	--	--	139	134	96%	
		Metro School												--	--	--	--	--	14	38	24	63%	
		Shabazz												63	21	11	18		8	121	113	93%	
Area Total			420	410	464	694	485	481	747	75	114	685	793	36	1716	1589	2069	1960	318	210			
Transfer Out			40	26	82	95	54	131	214	8	28	240	110	--	255	220	255	166	24				
% Transfer Out			10%	6%	18%	14%	11%	27%	29%	11%	25%	35%	14%	3%	15%	14%	12%	8%	8%				

Note: Some numbers larger than 6 have been suppressed to prevent numbers smaller the 7 from being deduced.