PowerSchool
Geovisual Analytics

Annual Enrollment Projection Report

ANALYSIS OF ENROLLMENT PROJECTIONS

Fall 2022

PREPARED FOR:

CUPERTINO UNION SCHOOL DISTRICT

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Cupertino Union School District

Executive Summary

Enrollment Projections - Fall 2022

PowerSchool Geovisual Analytics is pleased to present this report of findings to the Board of Education and Executive Staff of Cupertino Union School District. Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

Kindergarten Enrollment

In general, Kindergarten enrollment over the past four years has been somewhat erratic. The data also show that the difference between the graduating cohort and the incoming cohort has been decreasing. Note that both studies project a relatively stable trend at the Kindergarten level.

Cohort Patterns

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, only one cohort shows more than a 5% annual change.

New Housing Development

Approximately 3,800 new residential units are projected to be occupied over the next 10 years. During that period, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 176 students.

District-wide Enrollment Projection

Overall the projections forecast a significant decline across the 10-year period based upon the historical enrollment trends and any projected new residential development.

More Information

A richer and more comprehensive review of both studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding both studies is also quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The Geovisual Analytics Team

March 4, 2022

Cupertino Union School District

Historical Analysis

Recent Changes in Enrollment

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment. Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	80%
Gr K-5	81%
Gr 6-8	83%
District (K-8)	82%

FIGURE 1

Kindergarten Impact

Kindergarten enrollment is a significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count.

In general, Kindergarten enrollment over the past four years has been somewhat erratic. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been decreasing.

[More details: Enrollment > Historical > District-Wide > History Years Enrollment]

Percent Change of Previous Year			
	2019	2020	2021
Kindergarten	95%	86%	97%
Grade 8 to K	76%	70%	69%
Total K-8	96%	94%	90%

FIGURE 2

Transition K enrollment is forecast as a separate grade level. These projections include an expansion of TK from 3 months to 12 months starting in 2022 through 2025.

[All data in this report excludes Transition K unless specifically noted.]

Live Birth Trends

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment. Consequently, PowerSchool Geovisual Analytics has found that recent Kindergarten enrollment trends by sub-geographies to be a better, more reliable predictor of future Kindergarten enrollment.

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	102%		
1 > 2	97%	----	
2 > 3	96%	----	
3 > 4	94%	----	SSSS
4 > 5	95%	----	
5 > 6	95%	----	
6 > 7	96%	----	
7 > 8	96%	----	

FIGURE 3

INCOMING OUT-OF-DISTRICT TRANSFER IMPACT

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 361, and has been relatively stable.

[More details: Enrollment > Historical > District-Wide > Out of District]

KEY VARIABLES IN PROJECTING DISTRICT ENROLLMENT

Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

As a matter of standard practice, PowerSchool Geovisual Analytics does not typically include specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs in the Enrollment Projections. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projections Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history
K Enrollment Change Floor	Restricts the effect of anomalous spikes in Kindergarten history
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

FIGURE 4

IMPACT OF PROJECTED NEW DWELLING UNITS

PROJECTED OCCUPANCY

Approximately 3,800 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers while the Conservative table estimates a more likely scenario based on anticipated market conditions. The most recent residential research was completed in August 2021 by Rebecca Noren-Matz.

[More details: Enrollment > Residential > District-Wide > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Multi-family	15	49	200	273		400	500	534	500	502
Attached		39	379	391		62				
Detached										
Totals:	15	88	579	664	0	462	500	534	500	502

FIGURE 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Multi-family	9	35	120	194	149	270	300	320	314	301
Attached		23	244	235	235	109	25			
Detached										
Totals:	9	58	364	429	384	379	325	320	314	301

FIGURE 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.
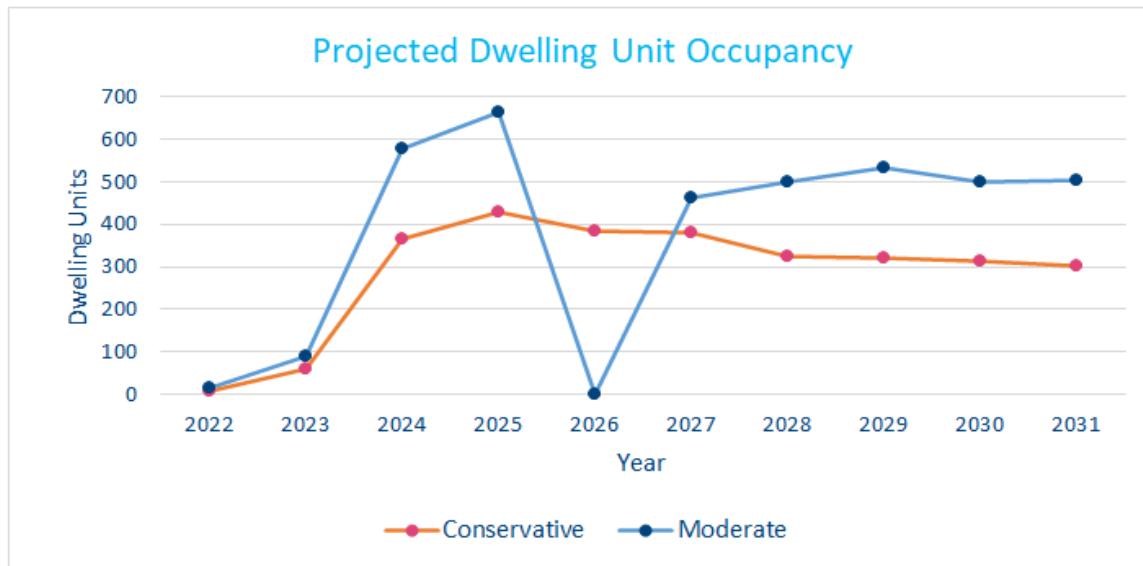
FIGURE 7

STUDENTS GENERATED

Over the period of years during which these units will become occupied, the impact, based on the Moderate scenario, is shown in the table below. The "Annual" row projects the number of students new to the district from these units each year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated and includes matriculation through and eventually out of the district for students introduced in previous years.

Students Generated by Residential Development (Moderate)										
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Aggregate		24	170	346	363	389	400	417	421	423
Annual	0	24	146	176	17	26	11	17	4	2

FIGURE 8

The table below reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Conservative)										
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Aggregate		16	109	220	327	374	394	409	418	422
Annual	0	16	93	111	107	47	20	15	9	4

FIGURE 9

STUDENT GENERATION RATES

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Enrollment > Residential > District-Wide > Student Generation Rates]

A complete report regarding new residential development is available online in our platform under "Home > Administration and Tools > District Documents". This report includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. Additional individual reports can be found online under "Enrollment > Residential".

PROJECTED ENROLLMENT CHANGES BY GRADE LEVEL

The tables below display the five-year district-wide projections by grade level and allow a comparison to enrollment in the current year.

CONSERVATIVE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2021	2022	2023	2024	2025	2026
TK	193	299	411	529	712	706
K	1293	1260	1236	1235	1249	1238
1	1309	1317	1283	1269	1270	1282
2	1464	1266	1275	1254	1242	1262
3	1532	1402	1215	1237	1218	1230
4	1547	1442	1321	1156	1181	1195
5	1608	1469	1377	1264	1111	1163
6	1653	1547	1419	1355	1233	1088
7	1542	1581	1470	1360	1304	1216
8	1724	1482	1520	1415	1312	1286
Subtotals:	13865	13065	12527	12074	11832	11666
Pct Chg:	-9.8%	-5.8%	-4.1%	-3.6%	-2.0%	-1.4%
SDC:	227	209	196	185	177	173
Totals:	14092	13274	12723	12259	12009	11839

FIGURE 10

MODERATE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2021	2022	2023	2024	2025	2026
TK	193	308	428	557	754	747
K	1293	1302	1289	1300	1322	1310
1	1309	1338	1342	1346	1360	1360
2	1464	1283	1313	1335	1341	1347
3	1532	1415	1243	1293	1315	1322
4	1547	1466	1355	1208	1260	1288
5	1608	1489	1418	1319	1182	1239
6	1653	1572	1462	1421	1312	1165
7	1542	1606	1518	1428	1393	1294
8	1724	1492	1554	1473	1389	1370
Subtotals:	13865	13271	12922	12680	12628	12442
Pct Chg:	-9.8%	-4.3%	-2.6%	-1.9%	-0.4%	-1.5%
SDC:	227	212	202	194	189	184
Totals:	14092	13483	13124	12874	12817	12626

FIGURE 11

As the following graph illustrates, overall the projections forecast a significant decline across the 10-year period based upon the historical enrollment trends and any projected new residential development.
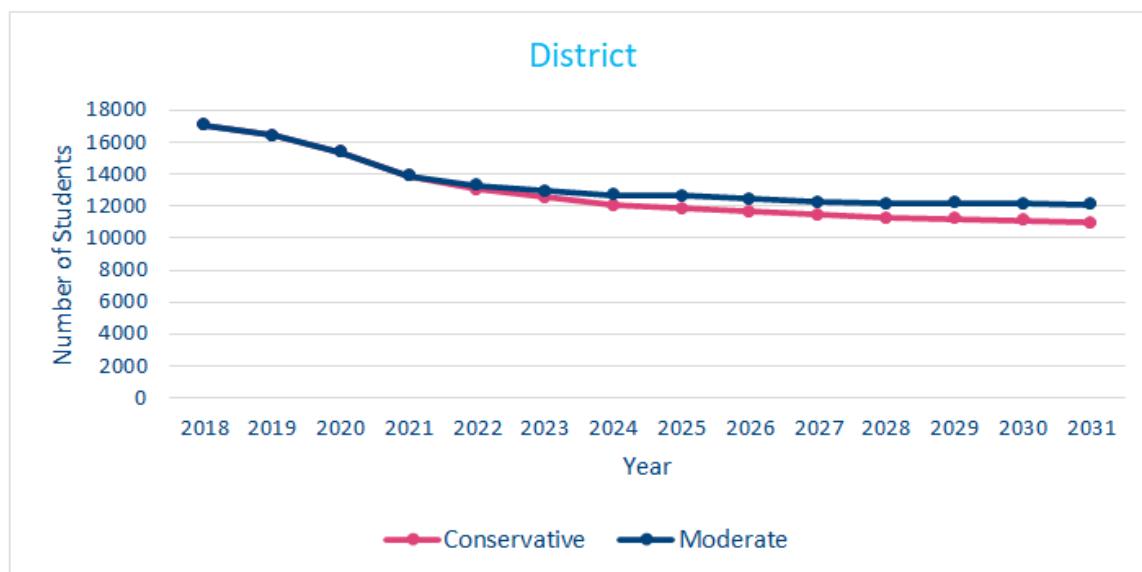

FIGURE 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings. Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Cnsv	Mod
Kindergarten	1238	1310
Change	96%	101%
Gr K-5	7370	7866
Change	84%	90%
Gr 6-8	3590	3829
Change	73%	78%
District (K-8)	10960	11695
Change	80%	86%

FIGURE 13

Note that an averaging of both studies project a relatively stable trend at the Kindergarten level.

The table below compares the ten-year projections. In the 10-year future at Kindergarten, both studies, averaged together, project a decline.

10 Year Enrollment Trends: Moderate and Conservative Compared

Change by Level	Cnsv	Mod
Kindergarten	1132	1253
Change	88%	97%
Gr K-5	6979	7694
Change	80%	88%
Gr 6-8	3339	3677
Change	68%	75%
District (K-8)	10318	11371
Change	75%	83%

FIGURE 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

ELEMENTARY SCHOOL LEVEL

The projected elementary school enrollment shows a significant decline.

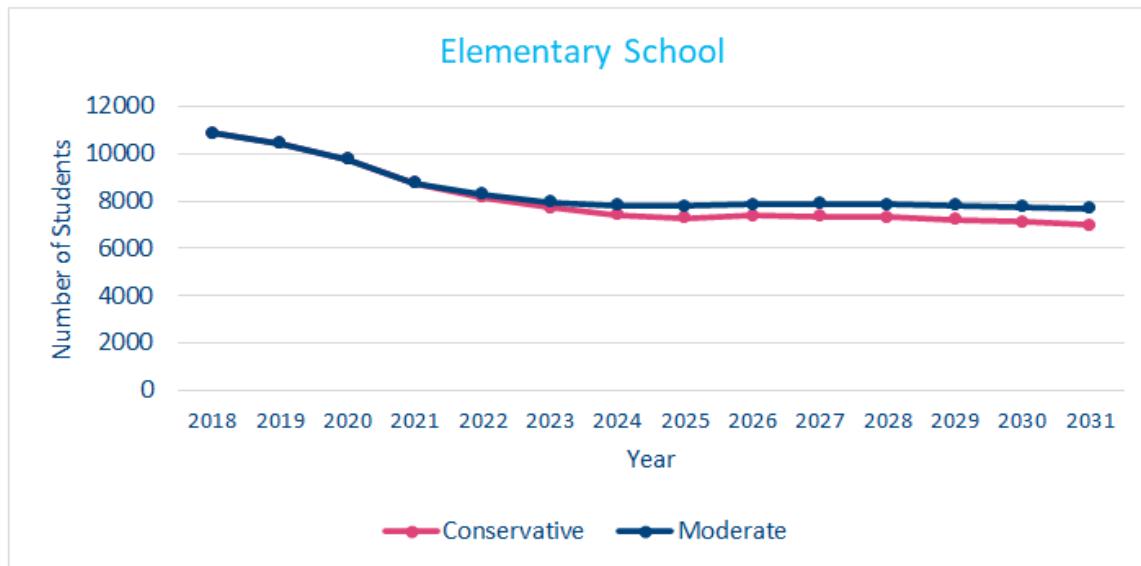[More details: Enrollment > Projections > Selected Schools > All Elementary Schools]

FIGURE 15

MIDDLE SCHOOL LEVEL

The projected middle school enrollment shows a significant decline.

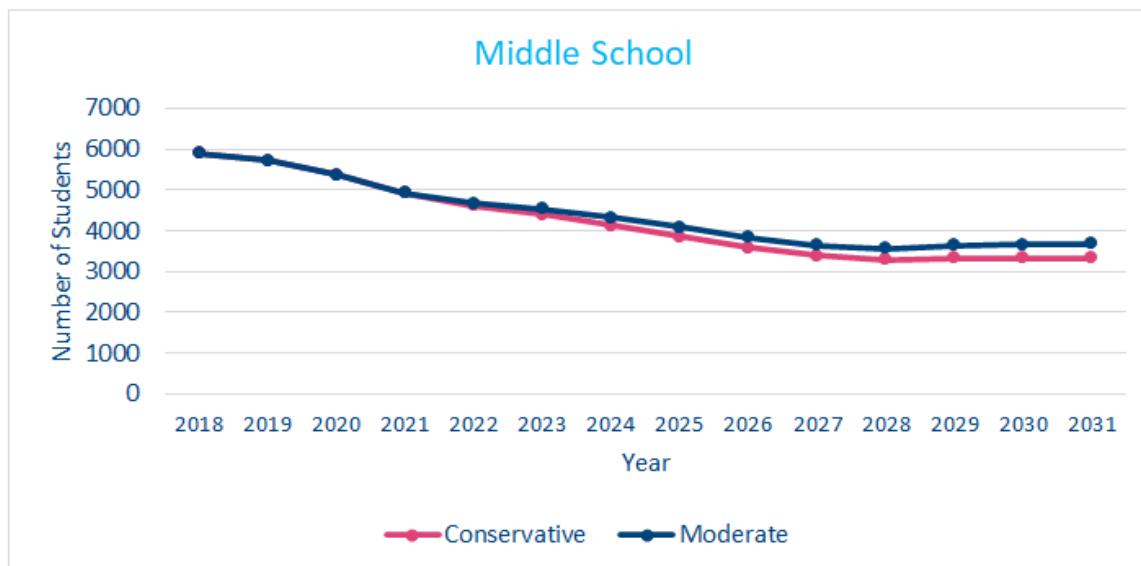[More details: Enrollment > Projections > Selected Schools > All Middle Schools]

FIGURE 16

SUMMARY OF DISTRICT PROJECTIONS BY YEAR

The complete district-wide projection table for each study is available online. Corresponding sets of individual School Projections are available online as well.

The tables below present a more detailed annual view of projected changes by grade level clusters for both projections. The "Pct Prev Yr" row represents the percent of the previous year's enrollment in each grade cluster that is projected in the subsequent year. The "5-Yr Change" row represents the percent change projected over the enrollment five years prior.

CONSERVATIVE PROJECTION

Change by Level	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Kindergarten	1293	1260	1236	1235	1249	1238	1219	1197	1175	1154	1132
Pct Prev Yr	97%	97%	98%	100%	101%	99%	98%	98%	98%	98%	98%
5-Yr Change						96%					91%
Gr K-5	8753	8156	7707	7415	7271	7370	7360	7304	7221	7112	6979
Pct Prev Yr	90%	93%	94%	96%	98%	101%	100%	99%	99%	98%	98%
5-Yr Change						84%					95%
Gr 6-8	4919	4610	4409	4130	3849	3590	3395	3292	3333	3337	3339
Pct Prev Yr	92%	94%	96%	94%	93%	93%	95%	97%	101%	100%	100%
5-Yr Change						73%					93%
District (K-8)	13672	12766	12116	11545	11120	10960	10755	10596	10554	10449	10318
Pct Prev Yr	90%	93%	95%	95%	96%	99%	98%	99%	100%	99%	99%
5-Yr Change						80%					94%

NOTE: The gray column is the most recent history year.

FIGURE 17

Change by Level	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Kindergarten	1293	1302	1289	1300	1322	1310	1300	1287	1276	1264	1253
Pct Prev Yr	97%	101%	99%	101%	102%	99%	99%	99%	99%	99%	99%
5-Yr Change						101%					96%
Gr K-5	8753	8293	7960	7801	7780	7866	7893	7865	7826	7765	7694
Pct Prev Yr	90%	95%	96%	98%	100%	101%	100%	100%	100%	99%	99%
5-Yr Change						90%					98%
Gr 6-8	4919	4670	4534	4322	4094	3829	3636	3565	3640	3671	3677
Pct Prev Yr	92%	95%	97%	95%	95%	94%	95%	98%	102%	101%	100%
5-Yr Change						78%					96%
District (K-8)	13672	12963	12494	12123	11874	11695	11529	11430	11466	11436	11371
Pct Prev Yr	90%	95%	96%	97%	98%	98%	99%	99%	100%	100%	99%
5-Yr Change						86%					97%

NOTE: The gray column is the most recent history year.

FIGURE 18

GRADE LEVEL PROFILE COMPARISON

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten-year future.
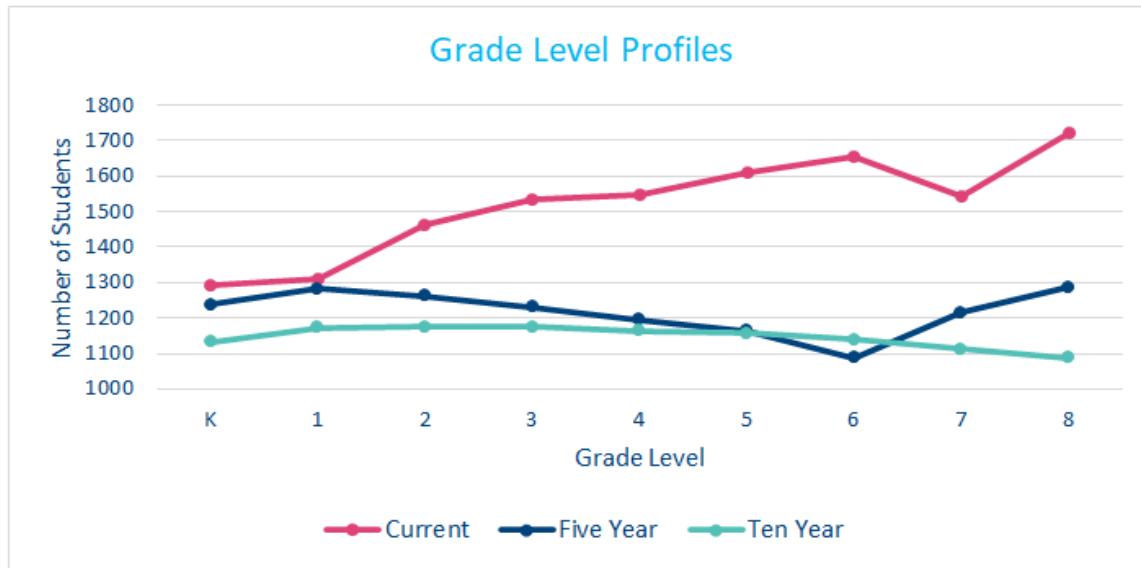

FIGURE 19

PROJECTING SCHOOL ENROLLMENT

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur after initial enrollment, and augmented by inter-district transfer students.

SCHOOL DRAW IMPACT
A draw rate is the percentage of students who enroll in a grade level in a school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

INTRA-DISTRICT TRANSFERS
Transfers within the district are incorporated into the projections to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Enrollment > Historical > All Schools > Open Enrollment]

INTER-DISTRICT TRANSFERS
Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Enrollment > Historical > District-Wide > Out of District]

INDIVIDUAL SCHOOL PROJECTION TABLES
The complete set of individual school projection tables for each study is available online.

[More details: Enrollment > Projections > All Schools > Projections]

MYSCHOOLLOCATOR

MySchoolLocator is a web-based service accessible to PowerSchool Geovisual Analytics clients. This service allows online users to enter a residential address and find out which district schools are assigned to serve them. Public access to MySchoolLocator is via a unique URL on the District's web site. The URL for integration into your district's website can be requested via Support at any time. Additionally, requests can be submitted to apply custom messages for various geographies which will then be seen by those using MySchoolLocator.

IMPACT OF THE PROJECTIONS ON SCHOOL CAPACITY

Facility challenges, if any, may exist if projected numbers exceed the current school capacity data. These challenges may also manifest differently in a Moderate or Conservative projection. Because school capacity data has not yet been entered into the system, all schools are shown as exceeding capacity.

[More details: Enrollment > Projections > All Schools > Over Capacity]

The table below lists up to five schools that are projected to experience the most change in enrollment in the 5-year future based on the Conservative projection.

[More details: Enrollment > Projections > All Schools >Ten Percent Change]

School	5-Yr Pct Change	10-Yr Pct Change
Dilworth Elementary School	-40%	-47%
Sedgwick Elementary School	-33%	-37%
Collins Elementary School	-32%	-37%
Regnart Elementary School	-31%	-36%
Lincoln Elementary School	-30%	-35%

FIGURE 20

IMPACT OF SDC STUDENTS ON CAPACITY

Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

ANALYZING/STUDYING/REVIEWING THE ENROLLMENT PROJECTIONS

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. We strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and PowerSchool Geovisual Analytics comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader.

Please do not hesitate to contact PowerSchool Geovisual Analytics regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The PowerSchool Geovisual Analytics Team

March 4, 2022

APPENDIX

ASSUMPTIONS AND METHODOLOGY

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions…", or "Based on these historical trends…". Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

DISTRICT PROJECTIONS

Studyblocks

For enrollment projections the district is divided into studyblocks. A studyblock is a custom unit of geography created by PowerSchool Geovisual Analytics for the purpose of generating reliable projections. They are generally based on elementary boundaries or some portion thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment

The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities

School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment and provide them to us via Support for entry into the platform.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections

Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Non-Public School (NPS), Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries

Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools
Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment
Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten and the initial grade at each level are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change
Cohort percentage changes are calculated to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect dropouts.

Growth studyblocks are those showing unusually high increases in enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact
The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

> 1. Dwelling Units
> New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.
>
> 2. Student Generation
> Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar product types where such exist; otherwise, a default generation rate is used.
>
> 3. Grade Level Distribution
> For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

SCHOOL PROJECTIONS
Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth graders from a given

studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers
Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school or continued at the same grade level at a given school in the following year.

Caveats on Projections and Methodology
On Projections
Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue. The calculations assume that the historical data provided is at one-year intervals based on enrollment at the beginning of each school year.

PowerSchool Geovisual Analytics takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, global pandemics, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with PowerSchool Geovisual Analytics to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections, residential reports, and community demographics.

On Student Data
PowerSchool Geovisual Analytics obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one-year intervals based on enrollment near the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment

for the beginning of subsequent school years. To the extent the historical student data provided is not at one-year intervals or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.