Edina Public Schools
DEFINING EXCELLENCE

School Board Work Session
Monday, April 18, 2022; 5:00 PM
ECC Room 350

I.   Determination of Quorum and Call to Order

II.   Report
6-12 Superintendent's Student Leadership Team Report
Description: The Superintendent Student Leadership Teams regularly meet to work on areas important to them and provide student voice regarding district wide initiatives. This year teams decided to focus on student mental health. Students will report out their findings.
Presenter(s): 6-12 Superintendent's Student Leadership Team

III. Discussion
A. Visual Arts Curriculum Review Update and Purchase Recommendation
Description: The Visual Arts department has been involved in the curriculum review process over the past four years. During the 2020-21 school year, the process was placed on hold until the system had the capacity to re-engage in collaboration with district stakeholders and MDE. In 2021-22 the curriculum review team has reengaged in the work. The outcome of this collective reengagement is a comprehensive Visual Arts experience for students in grades K-12. Lastly, after a thorough analysis of the new Visual Arts standards, each grade-level group created a tiered list of materials and resources needed to support the revised curriculum that aligns with the new standards.
Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Debra Richards, Gifted Education Coordinator; Kari Hagen, CV Art Teacher; Leanne French-Amara, ND Art Teacher; Samantha Jacobson, SV Art Teacher; and Kim Raskin, EHS Art Teacher

B. 2022-2023 Enrollment Report Updates
Description: This report provides updated enrollment information for Edina Public Schools for the past school year and was updated with data through April 12, 2022. A Resident 10 Year Enrollment Projection Summary written by Hazel Reinhardt, Demographer, is also provided in the report. Efforts to implement a Spanish Two-Way program, PreK-12 STEAM pathway development and the Edina Virtual Pathways are strategies being used for retaining resident families and attracting non-resident families.
Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Jen Christ, Technical Operations and Business Intelligence

IV.   Board Chair Updates

V.   Superintendent Updates

VI.   Adjournment

Board Meeting Date: 4/18/2022

TITLE: 6-12 Superintendent Student Leadership Team Report

TYPE: Report

PRESENTER(S): 6-12 Superintendent's Student Leadership Team

BACKGROUND: The Superintendent Student Leadership Teams regularly meet to work on areas important to them and provide student voice regarding district wide initiatives. This year teams decided to focus on student mental health. Students will report out their findings.

RECOMMENDATION: Receive report from student leaders

Desired Outcomes from the Board: Review materials and be with questions.

ATTACHMENTS:
- EHS presentation
- VV presentation

Exchange Summary

Edina Public High School, Student Superintendent Leadership Team
April 18, 2022

What are some ways we can address the impacted mental health of Edina High School students?

What is Thought Exchange?

Thought Exchange is a program similar to a survey, but it is more informative. Answers will be grouped together by similarity. Students can up vote other's comments that they approve of and down vote comments that they don't agree with. This system will give us a better spread of information and opinions to work with.

PARTICIPATION
Breakdown of Participation

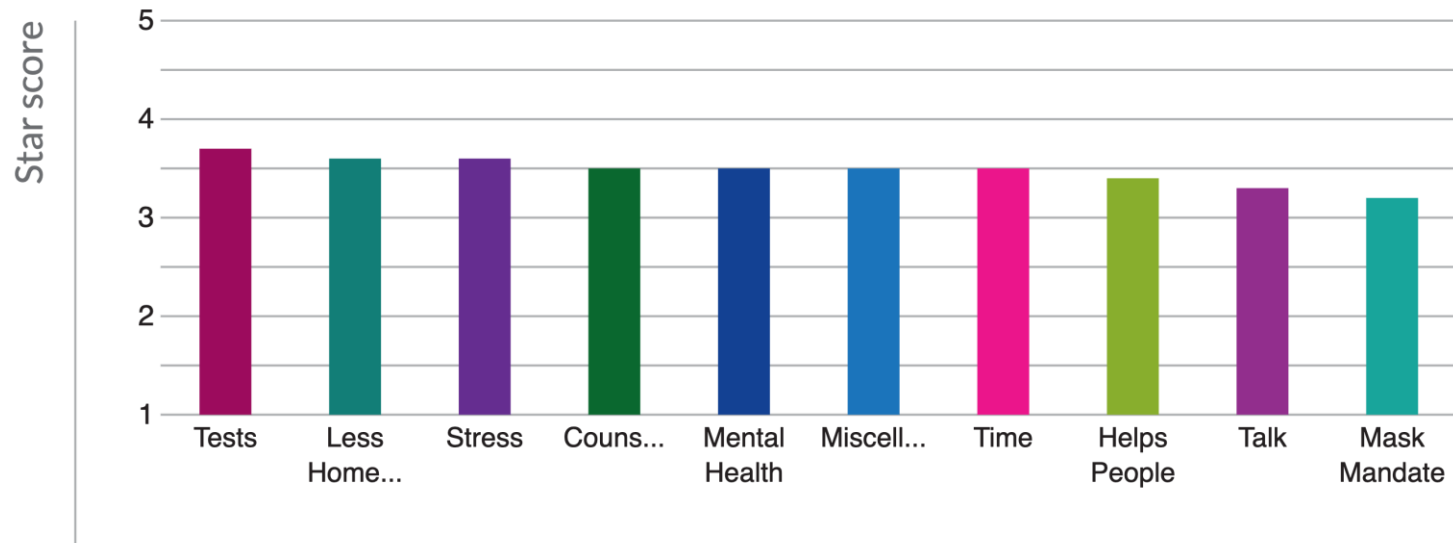**780**
Participants

557
Thoughts

16,787
Ratings

GENERATED THEMES
Top Themes by star score

More breaks especially on block days

4.3 ★★★★☆ (34 👤)
Ranked #1 of 557

Give curves on tests that a majority of students didn't do well on. (mostly directed towards AP Calculus classes) Good grades mean a lot to me and many other students and it's stressful for a class to be so difficult, especially during covid and college apps.

4.2 ★★★★☆ (33 👤)
Ranked #2 of 557

I think the biggest impact would be from teachers. Simply giving students a chance to focus on their mental health at points could be very helpful.   It is important for students to be able to know when their health should take priority over school and take a break.

4.2 ★★★★☆ (33 👤)
Ranked #3 of 557

More breaks especially on block days

4.3 ★★★★☆ (34 👤)
Ranked #1 of 557

Give curves on tests that a majority of students didn't do well on (mostly directed towards some math classes). Good grades mean a lot to me and many other students and it's stressful for a class to be so difficult, especially during covid and college apps.

4.2 ★★★★☆ (33 👤)
Ranked #2 of 557

I think the biggest impact would be from teachers. Simply giving students a chance to focus on their mental health at points could be very helpful. It is important for students to be able to know when their health should take priority over school and take a break.

4.2 ★★★★☆ (33 👤)
Ranked #3 of 557

Many of our tests are all at the same time so we have to study a ton without much time. You have to decide which test to study the most for It's stressful because of the amount of work we need to study and remember from so many different topics and classes

4.0 ★★★★☆ (33 👤)

Not stack test all on one day, mental health days- 2 a month? It's important because why should a student spend hours in one night studying for the 4 test they have the next day.

4.0 ★★★★☆ (32 👤)

It's very stress inducing when we have 4 or five tests or projects a week. I wish teachers would communicate with each other more because it seems Unreasonable to expect teenagers to get an A on multiple tests a week, without sacrificing their entire sleep schedule. We need a more spread out sche

3.9 ★★★★☆ (4 👤)

Homework Teacher giving too much homework and we have after school activity club or jobs and expect us to be free at all time

4.1 ★★★★☆ (32 👤)

Give less homework and take up the time that it frees up for the teachers not having to make and grade the homework and instead make other opt to help Homework can be tedious . Instead maybe making more study guides and telling us what is on the test instead of us guessing what is important

4.0 ★★★★☆ (33 👤)

I think less homework would give a positive impact on a student's mental health Too much homework takes a person's free time away and less homework would allow a person to spend time with family and friends.

4.0 ★★★★☆ (33 👤)

Give curves on tests that a majority of students didn't do well on. (mostly directed towards AP Calculus classes) Good grades mean a lot to me and many other students and it's stressful for a class to be so difficult, especially during covid and college apps.

4.2 ★★★★☆ (33 👤)

We should be allowed to take walks out of class if needed. As anxiety and stress is at it's all time peak, we should be allowed by all teachers to step outside and take a short walk if needed to reflect.

4.1 ★★★★☆ (34 👤)

An extended lunch to 40 or 45 minutes Lunch is a nice break in the day to relieve stress, but when lunch is so short, students are often stressing out over making it back to class on time.

4.1 ★★★★☆ (33 👤)

giving more breaks away from the stressful class period and to connect with peers because school can consume so much of a persons mental capacity. a break is necessary to allow people to recharge

4.0 ★★★★☆ (31 👤)

I think the biggest impact would be from teachers. Simply giving students a chance to focus on their mental health at points could be very helpful. It is important for students to be able to know when their health should take priority over school and take a break.

4.2 ★★★★☆ (33 👤)

I think a way we can address the impacted mental health of Edina High School is to have more in-school opportunities to complete work. Life continues on, and after 7 hours of school work, it's hard to go home and do hours more of work, on top of additional sports and activities.

4.1 ★★★★☆ (32 👤)

Allow us 10 mental health days per year Because students need time to heal their brains

3.9 ★★★★☆ (32 👤)

More breaks especially on block days   4.3 ★★★★☆ (34 👤)

Homework should be kept to a minimum, and an excessive amount should not be given over the weekends and on breaks. Students can recover from the busy work week, and won't feel exhausted from a constant flow of schoolwork.   4.1 ★★★★☆ (33 👤)

Brain Breaks in block days   endorphins are released when walking and this would directly impact our work efficiency and mood   4.1 ★★★★☆ (31 👤)

Next Steps

Schedule & present to counselors, area leaders & administration

Seek additional feedback from teachers & students (survey, focus group, thought exchange)

Use data to expand and identify short & long-term solutions

Thank you for your Time.

What questions might you have.

Valley View Thought Exchange Results

By the VV Superintendent Student Advisory Council

Our work on the Superintendent's Student Leadership Team

The Superintendent's Student Advisory is a way for us to represent our peers and improve our school, not just for us, but for future generations as well. We wish to create a better environment for students to learn and grow. This year we were able to have the opportunity to talk to the superintendent and the school principal about the things that are going well and the issues that we and our peers face at Valley View. We discussed what we thought and saw throughout the school. Then we discussed changes that could be made to help address the issues brought to us. The Superintendent's Student Leadership Team gives us, as well as those we talk to, an opportunity to impact our school for the better. This team is allowing us to learn about how our school functions, and what we can do to make it function smoother.

Our Survey Question

What are some ways students and staff can create a comfortable, safe, and inclusive learning environment?

Participation:

What are some ways students and staff can create a comfortable, safe and inclusive environment to help support the mental health of students?

658 Participants

909 Thoughts

34,371 Ratings

Top Themes: Mental Health Thought Exchange

The purpose of the mental health Thought Exchange was to find out what students need to feel safe in their school environment. We have received many responses about how to improve, and we plan to take everyone's ideas into account. The mental health Thought Exchange's purpose is not just to improve our school environment but also other Edina schools.
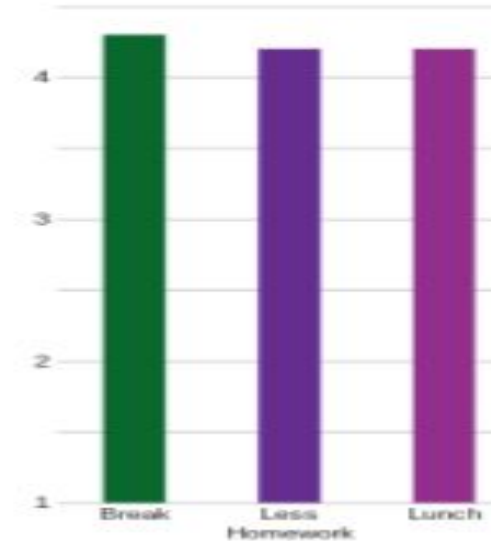
Where do we plan to go…

We're in the process of putting those comments and opinions into action to create change. We've begun discussing the student body's social and emotional well-being with Dr. Stanley and Principal Pryor. Along with this, we've given students easier access to be able to talk to their teachers and other trusted staff members about their mental health. We will also present this information to Valley View's Staff Building Leadership Team (BLT) so the student experience remains a part of conversation when planning for next year. In the future, we hope to create a better, more comfortable learning environment for current and future students.

Thank You For Listening! Any Questions?

THOUGHTS
Lunch

Let us choose our lunch spots! They split us up by last names which is unfair and they should at least let us choose the room we sit in and THEN mark it down...   4.6 ★★★★½ (39 👤)

No assigned seats at lunch by last name Its might be your only time to talk to some friends if you don't have any class with them   4.6 ★★★★½ (39 👤)

I think they should let us choose where we sit at lunch So I'm can sit with different friends each day   4.5 ★★★★½ (38 👤)

Board Meeting Date: April 18, 2022

TITLE: Visual Arts Curriculum Review Update

TYPE: Discussion

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Debra Richards, Gifted Education Coordinator; Kari Hagen, CV Art Teacher; Leanne FrenchAmara, ND Art Teacher; Samantha Jacobson, SV Art Teacher; and Kim Raskin, EHS Art Teacher

BACKGROUND: The Visual Arts department has been involved in the curriculum review process over the past four years. During the 2020-21 school year, the process was placed on hold until the system had the capacity to re-engage in collaboration with district stakeholders and MDE. In 2021-22 the curriculum review team has reengaged in the work. The outcome of this collective reengagement is a comprehensive Visual Arts experience for students in grades K-12. Lastly, after a thorough analysis of the new Visual Arts standards, each grade-level group created a tiered list of materials and resources needed to support the revised curriculum that aligns with the new standards.

PURPOSE: The purpose of this report is for the board to engage in discussion on the Visual Art Curriculum Review process. The report will be brought back to the board on May 9th for approval.

RECOMMENDATION: This report is for school board information and discussion. There is no decision making required at this time.

DESIRED OUTCOMES FROM THE BOARD: The desired outcome for the board is to review the report, as well as bring questions and feedback to the Visual Arts Curriculum Review process team.

APPENDICES:
    I.   **Budget Proposal**
    II.   **Board Presentation for 4.18.22**
    III.   **12.14.20 Music and Visual Arts Board Report provided for background information**

Phase 1-Visual Arts Curriculum Review Update and Purchase Recommendations

The Visual Arts department has been involved in the curriculum review process for the past three years. The process was placed on hold until the system had the capacity to create an implementation plan in collaboration with MDE. Prior to this most recent collaboration a complete curriculum review cycle had not occurred for the Visual Arts department in Edina since 1998.

During portions of the last four years, teacher teams reviewed the new visual arts standards, analyzed them to identify any gaps in the curriculum, made adjustments to planning guides to align with new standards, and identified replacement and new materials needed to help students reach the new standards in the area of visual arts. Visual arts is one of the five arts areas and Edina has a long history of offering rich arts experiences to students. In order to ensure all facets of the Visual Arts program were adequately addressed, the department was broken into grade-level groups (see below), for the purpose of the curriculum review process.

Grade Level	Teacher Representative	School
Elementary	Kari Hagen LeAnne FrenchAmara	Creek Valley Elementary Normandale Elementary
Middle School	Rachael Hoffman Dachelet/Samantha Jacobson Jonathan Henricksen	South View Middle School Valley View Middle School
High School	George Lundgren Kim Raskin	Edina High School

Each grade-level group met multiple times through the past four years during early release/late starts, district professional development days and during the contract day with substitute teachers. Following each grade-level meeting, teacher representatives connected with other job-alike teachers for updates and feedback. In addition, all teachers of Visual Arts met together on the February district professional development day in 2019, 2020, and 2022. This allowed for all teachers in the department to create a comprehensive Visual Arts experience for students in grades K-12. Lastly, after a thorough analysis of the new Visual Arts standards, each grade-level group created a tiered list of materials and resources needed to support the revised curriculum that aligns with the new standards. Appendix I shows the total Visual Arts budget requests. Budget requests were consolidated into several categories--curriculum, resources, equipment, and curriculum writing. The budget requests included in this report include only the top priority items for each subgroup.

Appendix I
Total Visual Arts Budget Requests*

All items listed below will be paid for with funds that are currently in the budget. This is not an ask for additional dollars, simply an overview of how spending will occur in alignment with the Visual Arts review.

Grade Level	Professional Development	Curriculum/ Resources	Equipment	Curriculum Writing	Total
Elementary ***All materials purchased will be done with a commitment to consistency across all 6 sites.**	$1,500.00 NAE Conference $250 per teacher	$1,200.00 consumable resources	$13,130.00 Drying racks, paper cutters and guillotine cutters at all 6 sites	$5,040.00 3 days per 6 teachers at curriculum writing rate of pay	$19,870.00
Middle School ***All materials purchased will be done with a commitment to consistency across each middle school.**	$1,500.00 NAE Conference $250 per teacher	$2,500.00 Art of education flex curriculum $1,400.00 Scholastic Arts Magazine $2,000.00 Consumable resources	$13,885.00 Drying racks, art press, pug mill, kiln shelf set, tool replacement $2,500.00 Digital Cameras	$2,400.00 2 days per 4 teachers at curriculum writing rate of pay	$26,185.00
High School	$750.00 NAE Conference $250 per teacher $370.00 Adobe After Effects Classes	$99.00 Skill Share Subscription $83.88 Domestika Subscription	$3,635 Tripods, Banding Wheels, and Standing Easels $2,500.00 Digital Cameras	$1,680.00 2 days per 3 teachers at curriculum writing rate of pay	$9,117.88
				Grand Total	$55,172.88

*This budget is based on vendor quotes and may need to be adjusted accordingly.
*Additional digital resources are still under review and being considered.

Appendix II
[**Board Presentation for 4.18.22**](#)

Appendix III
12.14.20 Music and Visual Arts Board Report provided for background information

Board Meeting Date: December 14, 2020

TITLE: Curriculum Review Update: Music and Visual Arts

TYPE: Information

PRESENTER(S): Jody De St. Hubert and Debra Richards

BACKGROUND: Teacher representatives from the arts areas have been meeting since the 2018-19 school year engaging in the arts curriculum review process. In a May 2020 update the completion of Phase I was shared. It was also communicated at this time that an elementary and a middle school program design team would convene in the summer of 2020 and that Phase II would be presented to the school board in the fall of 2020.   Phase II includes aligning program changes to meet MDE guidelines. Due to a necessary shift in focus, Phase II did not move forward as planned. The design teams did not meet and the planning process timeline has been adjusted.

RECOMMENDATION: This report is for school board information.

PRIMARY ISSUE(S) TO CONSIDER: After seeking guidance and approval from the Minnesota Department of Education, as well as conducting an internal capacity evaluation, we will be putting the continued work of the new Visual Arts standards on hold until the 2021-22 school year.

ATTACHMENTS:

1. Report

Arts Standards Information and Summary
(content shared in May 2020)

There are five arts areas: dance, media arts, music, theater, visual arts. The new standards are no longer "banded", but are laid out by grade level, which creates unique grade level experiences in each arts area.

There is not one license that allows teachers to deliver all areas of the arts standards. The licensure options are as follows:
- Dance
  - The arts dance course can be taught by an educator with a dance license OR an elementary generalist license for grades K-6 up to 0.33 of the school day.
  - The dance standards in Physical Education do not meet the arts requirements and cannot be taught in an interdisciplinary way.
- Dance and Theater Arts
- Theater Arts
- Music: Instrumental and Classroom or Vocal and Classroom Music
- Visual Arts (Media Arts can be taught by a visual arts licensed teacher)

In high school, a CTE (Career and Technical Education) course may fulfill an arts credit if all the following are true:
- Students must meet all of the arts standards for the relevant arts area in the course.
- The teacher of record must have a CTE endorsement.
- The teacher of record must also have passed the MTLE (MN Teacher Licensure Exam) assessment for the relevant arts area. Since there is not a MTLE for media arts, districts should use the visual arts MTLE.

Kindergarten to Grade 8
- Instruction in arts education in grades K-8 must include all the required 2018 arts standards and grade-level benchmarks in at least two arts areas.
  - The amount of instructional time needed can be locally determined as long as there is sufficient time for teachers to teach and assess all standards in an area
- Students in grades K-8 must be offered opportunities in three arts areas.
  - Students in grades 6-8 must meet the standards in two arts areas each year
  - In grades 6-8 students can choose any two arts areas annually
- A full year of performance music (orchestra, band, choir) will no longer be sufficient to meet arts requirements in grades 6-8 (must meet two areas annually per MDE).
  - Students will need half year options in visual arts, media arts or music in grades 6-8 (e.g. World of Music, Music Exploration)
- The current MDE requirement listed is to offer 3 areas starting with the 2021-2022 school year.

High School
- Instruction at the high school level must include all the required 2018 arts standards and benchmarks for grades 9-12 in at least one arts area.

- Students must be offered courses in at least three arts areas.
- For courses that count for arts credits, the teacher must hold a CTE endorsement.

Music and Visual Arts Curriculum Review Process Update Presented in May 2020

Teacher representatives from the arts areas have been meeting over the last two school years to complete a curriculum review process. The teacher teams completed a review and analysis of the new standards. Changes were identified in order to guide curriculum review, materials inventory and programming.

Changes to Arts Standards

- Benchmarks are by grade level rather than grade bands (e.g. grades K-2, etc.)
- Students in grades K-8 must be offered opportunities in three arts areas
- Students in grades K-8 must meet the standards in two arts areas each year
- Instruction at the high school level must include all the required arts standards and benchmarks in at least one arts area
- In high school the teacher of record must have a CTE endorsement and must also have passed the MTLE assessment for the relevant arts area (not new, but clarified)

Phase I: Music and Visual Arts

- Review and analysis of new standards
- Gap analysis for current courses
- Adjustments made to curriculum documents to align to new standards
- Identification of replacement and new materials and resources
- Orders for music will be placed summer 2020 for fall implementation

Phase II: All Arts Areas

- Ensure K-12 programming is in compliance with new MDE
- Support teachers in acquiring any necessary licensure changes
- Recommend any necessary programming changes
- Ensure changes are clearly articulated for registration in January 2021
- Resource orders for other arts areas will be placed summer 2021
- Full implementation by 2021-2022 as required by statute

Music and Visual Arts Curriculum Review Process Proposed Timeline Changes:

In May 2020 it was communicated that an elementary and a middle school program design team would convene in the summer of 2020 to align program changes to meet MDE guidelines and that the program adjustments would be presented to the board in the fall of 2020. Due to a necessary shift in focus, this work was not able to move forward as planned. The design teams did not meet and Phase II action steps were adjusted to the following for the fall of 2020:

- Discuss current expectations for Art implementation with MDE to ensure clarity and understanding.
- Understand our current system capacity at each level to embark on the potential program changes that will need to occur to align with [MDE Art Standards](#) implementation as currently stated.

MDE Discussion:

The discussion with Ms. Campana at MDE was collaborative and supportive. She commended Edina Public Schools on its strong Arts programming. After hearing and understanding some of the potential program changes that would need to occur in Edina to meet the new standards, Ms. Campana communicated that she would like to collaborate with Edina in the continuation of our implementation process suggesting we put full implementation on hold and continue to devote time to developing an implementation plan.

System Capacity Evaluation:

During conversations with administration at both the elementary and secondary level it was recognized that the following would need to be addressed in order to proceed with full implementation of the Art standards in 2020-2021:

- Licensing requirements
- Course changes at the secondary
- Schedule changes at the elementary
- Shifts in programming at all levels

In conversations, administrators collectively agreed that given our current circumstances addressing these needs in a positive and productive way would be extremely challenging at this time. Neither teachers nor administrative teams have the capacity to engage in collective problem solving leading to new implementations that maximize results for students while they are managing hybrid learners in school, hybrid learners at home, and EVA learners at home. This undertaking alone is requiring new thinking, daily problem solving, and everyone's collective efficacy.

In particular, there is not sufficient time to have teacher teams execute what is needed. Edina currently has rich Arts offerings. Our goal in planning and implementing would be to continue to offer these rich experiences in alignment with the new Arts standards and we need more time to do this well. Thus, we are putting the full Arts implementation on hold and we will continue to devote time to developing an implementation plan in collaboration with MDE.

Board Meeting Date: 4/18/2022

TITLE: 2022-2023 Enrollment Report Update

TYPE: Discussion

PRESENTER(S): Dr. Randy Smasal, Assistant Superintendent; Jen Christ, Technical Operations and Business Intelligence

BACKGROUND: This report provides updated enrollment information for Edina Public Schools for the past school year, and was updated with data through April 12, 2022. A Resident 10 Year Enrollment Projection Summary written by Hazel Reinhardt, Demographer, is also provided in the report. Efforts to implement a Spanish Two-Way program, PreK-12 STEAM pathway development and the Edina Virtual Pathways are strategies being used for retaining resident families and attracting non-resident families.

RECOMMENDATION: Accept the report.

DESIRED OUTCOME FROM THE BOARD: Closely review and be prepared with any questions.

ATTACHMENTS: See attached report which includes 11 updated charts and graphs compared to the board report presented on October 11, 2021. The previous October report delivered to the board is also embedded later in this report. Lastly, the overall 2018-19 Physical Capacity study from Wold Architect has also been included for board reference.
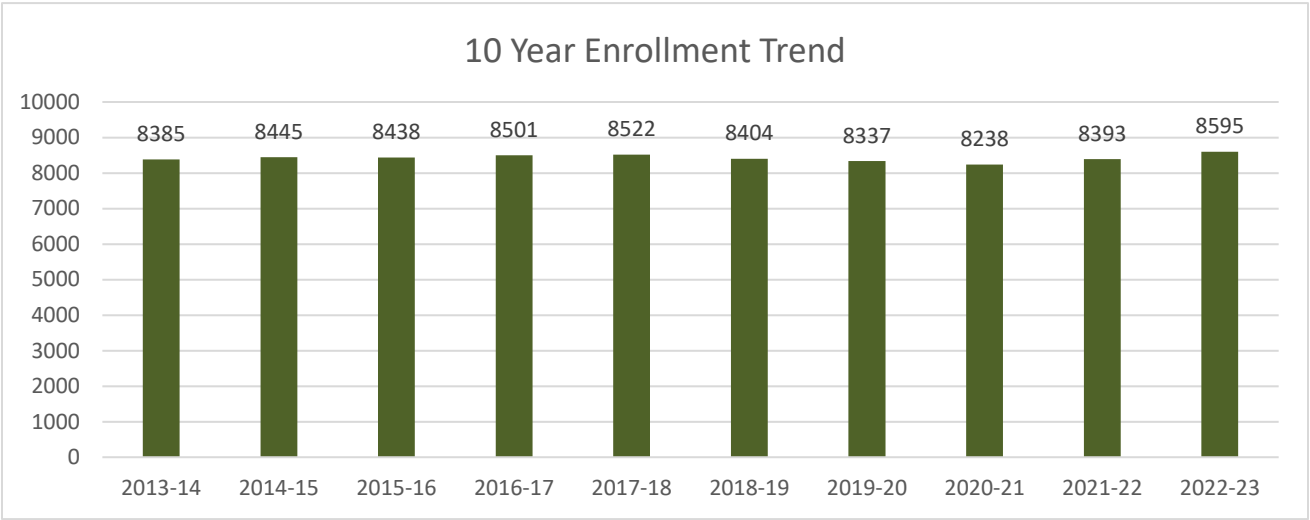
Figure 1.0: 10 Year Total Enrollment Trend

10 Year Enrollment Trend

Year	Enrollment
2013-14	8385
2014-15	8445
2015-16	8438
2016-17	8501
2017-18	8522
2018-19	8404
2019-20	8337
2020-21	8238
2021-22	8393
2022-23	8595

Figure 2.0: 10 Year Resident Enrollment Trend

10 Year Resident Enrollment Trend

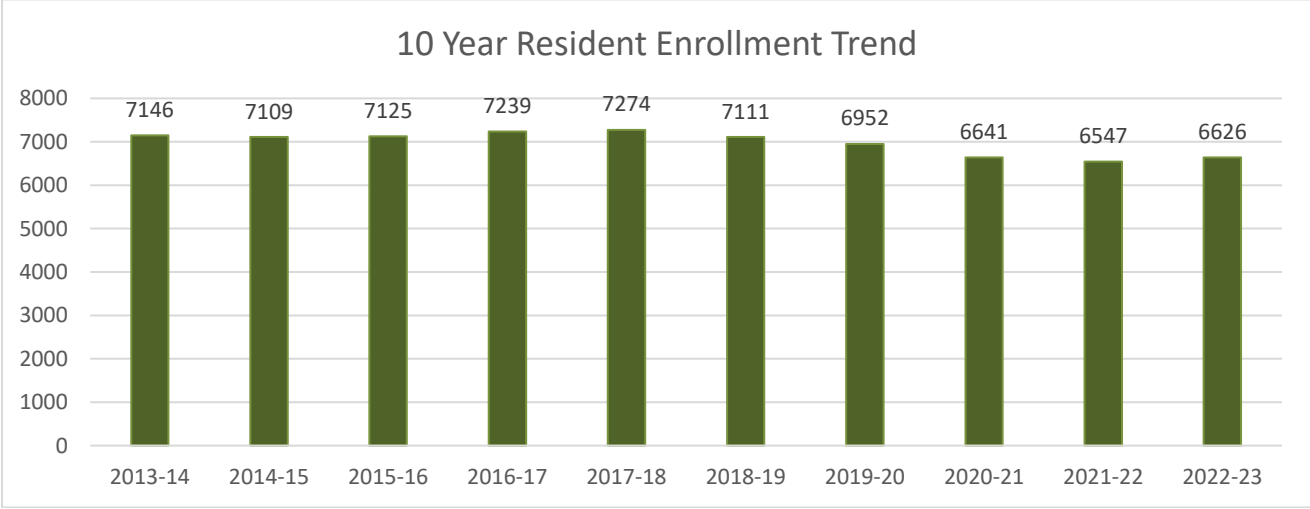| Year	Enrollment
2013-14	7146
2014-15	7109
2015-16	7125
2016-17	7239
2017-18	7274
2018-19	7111
2019-20	6952
2020-21	6641
2021-22	6547
2022-23	6626

Figure 3.0: 10 Year Open Enrollment Trend
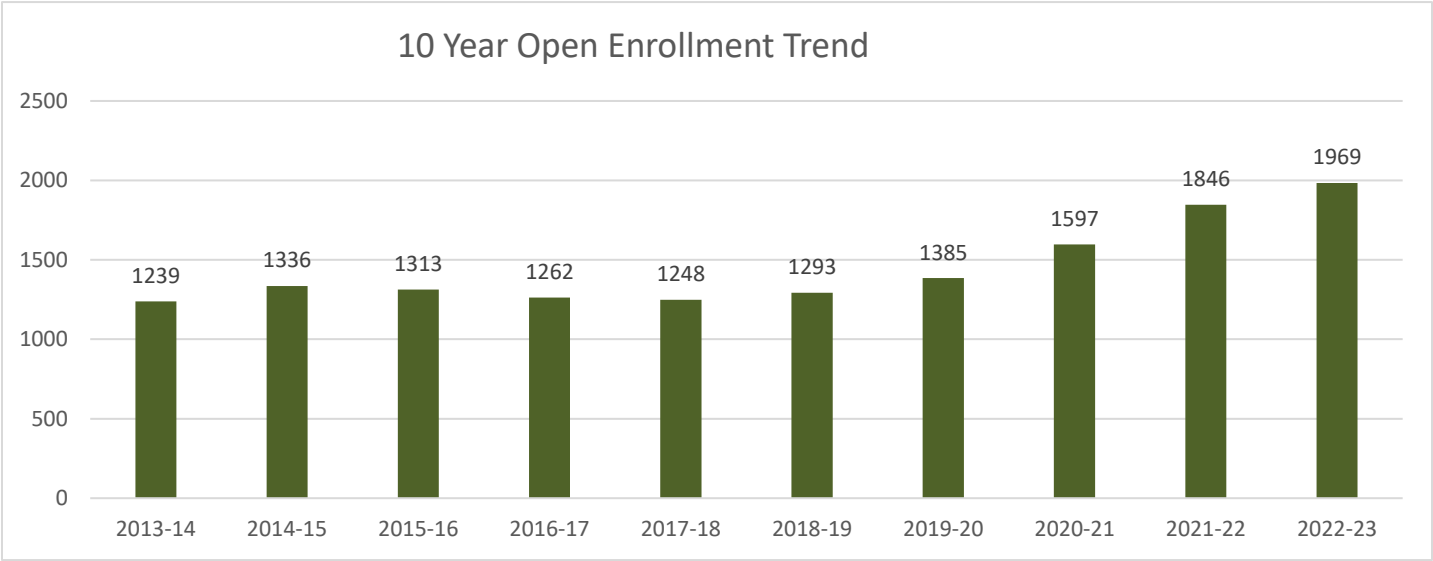
Figure 4.0: 13 Year Edina Public Schools Total Enrollment by Demographic

Federal Race ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Multi ● Native Hawaiian or Other Pacific Islander ● White
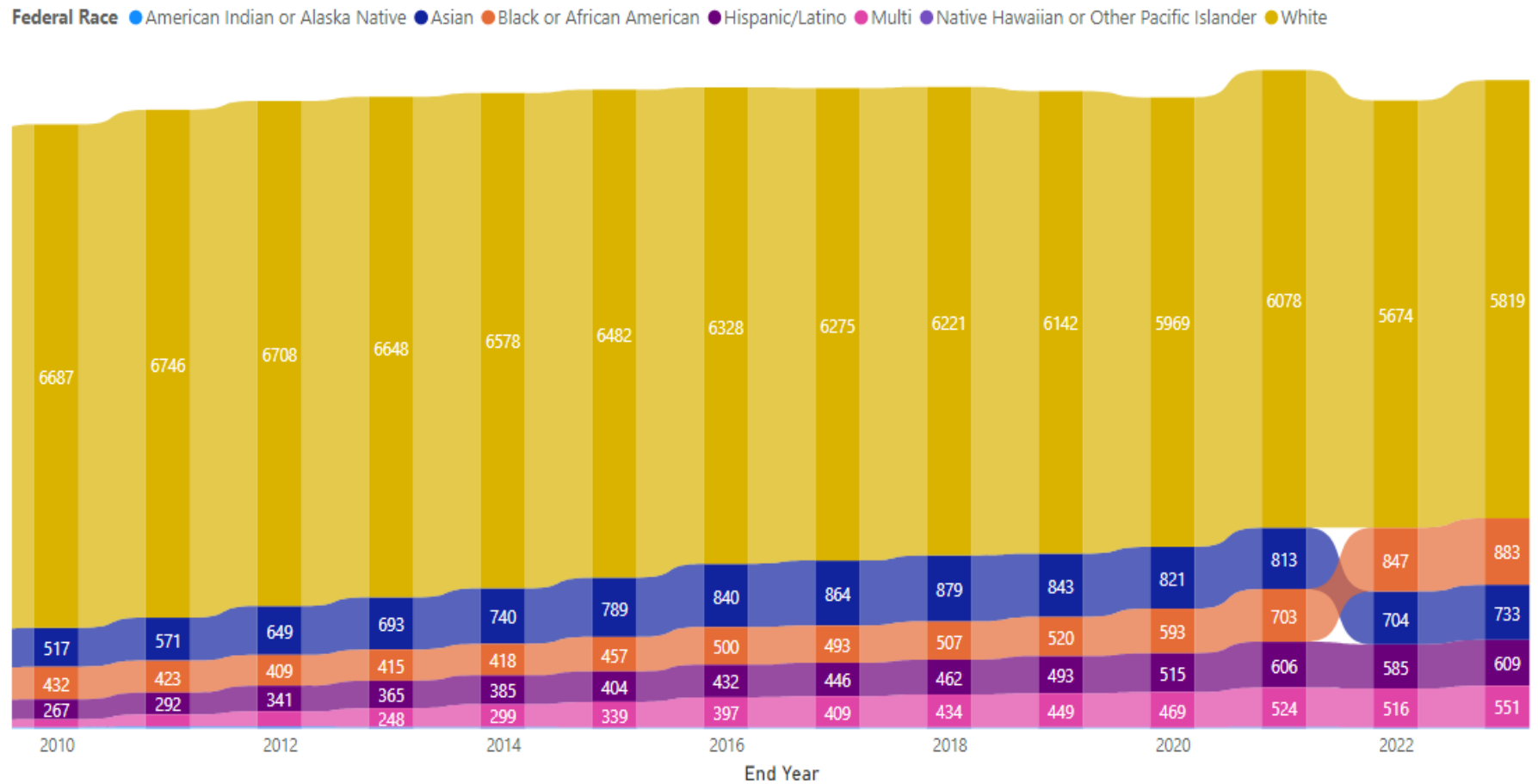
Figure 5.0: 13 Year Edina Public Schools Resident Enrollment by Demographic

Federal Race ⬤American Indian or Alaska Native ⬤Asian ⬤Black or African American ⬤Hispanic/Latino ⬤Multi ⬤Native Hawaiian or Other Pacifi... ⬤White
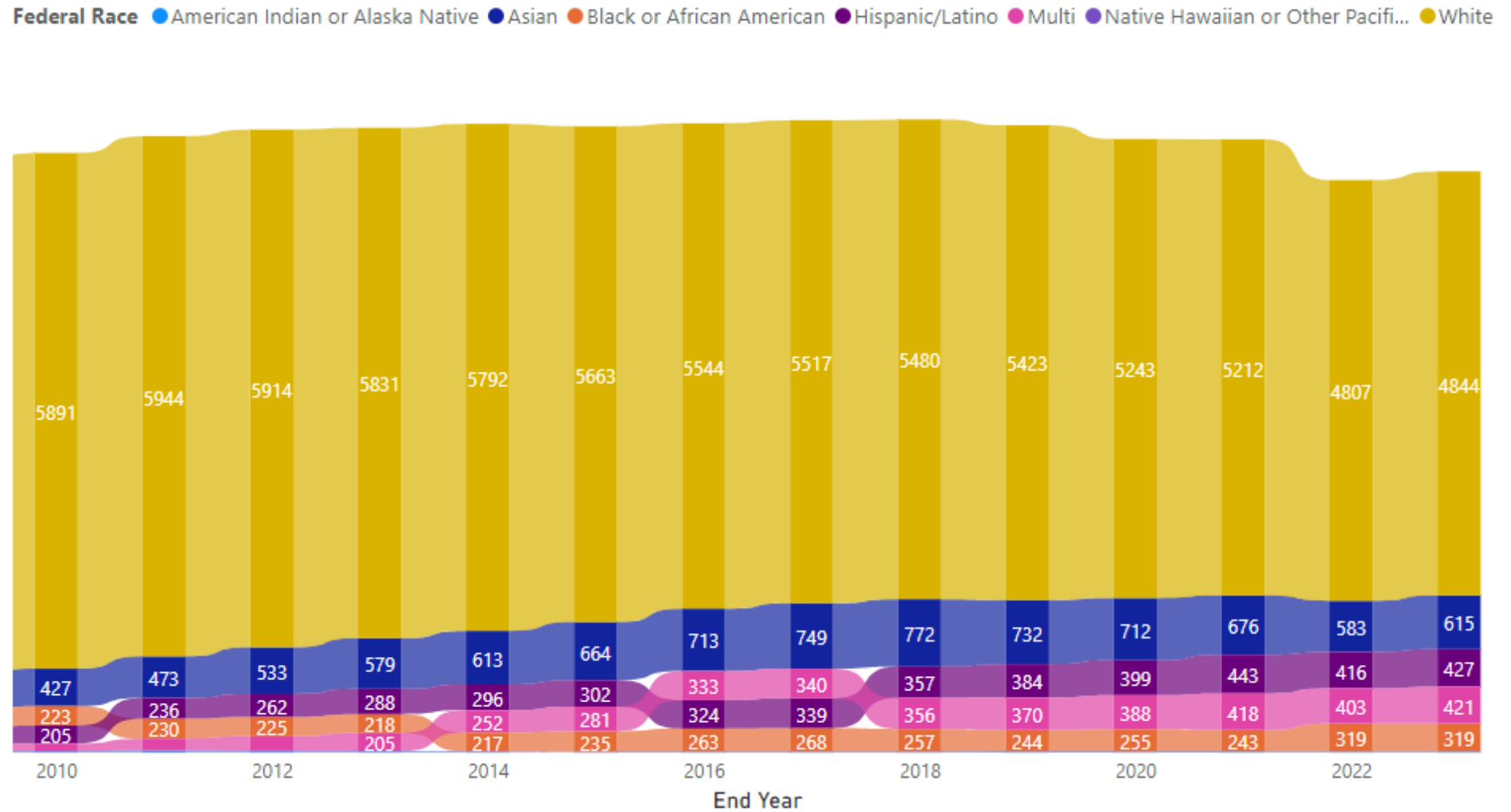
Figure 6.0: 13 Year Edina Public Schools Open Enrollment by Demographic

Federal Race ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Multi ● Native Hawaiian or Other Pacifi... ● White
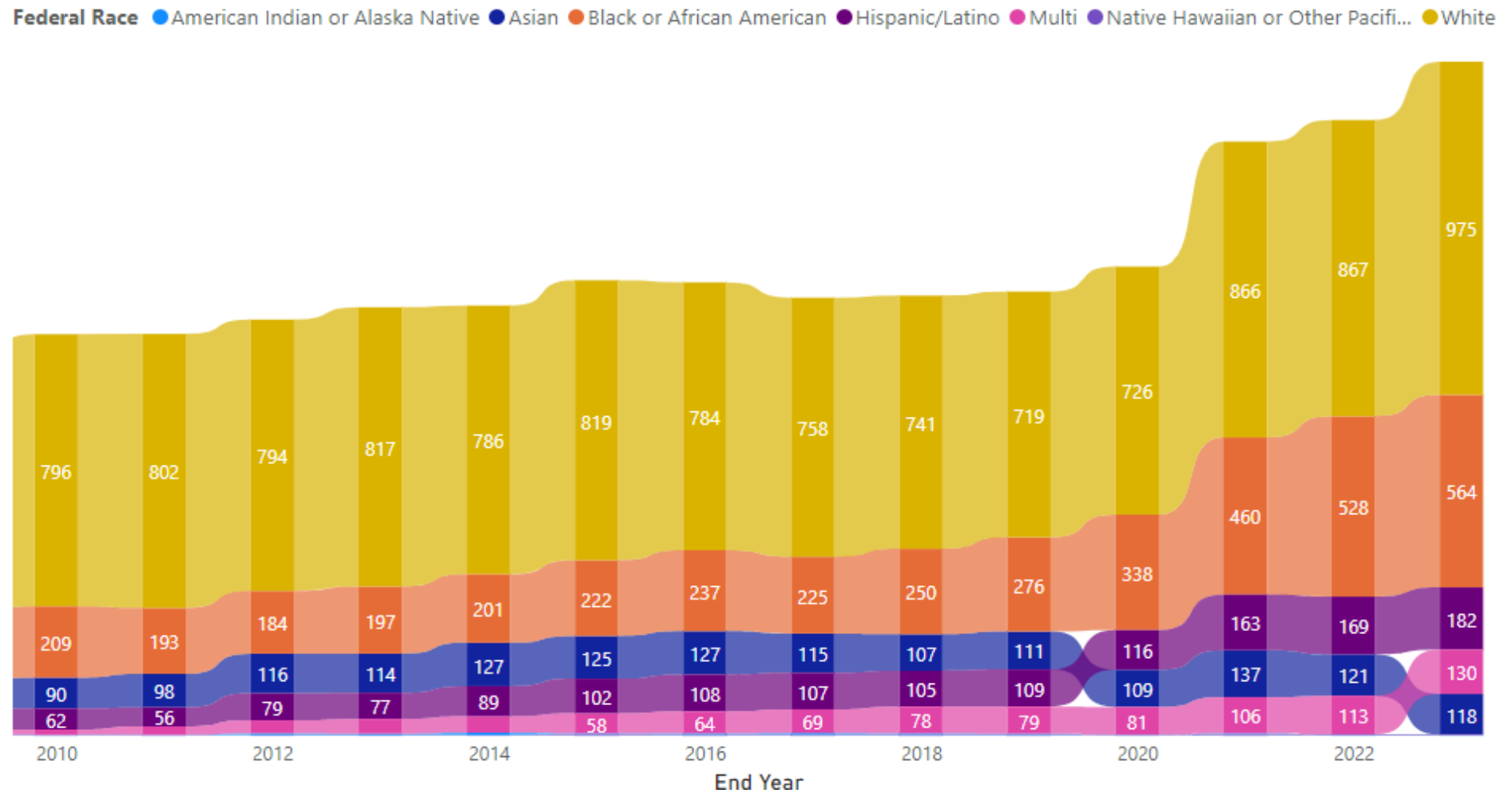
Figure 7.0: 5 year Enrollment History of Students Receiving Special Education Services

Student Sped Status ● Gen Ed Student ● Special Ed Student

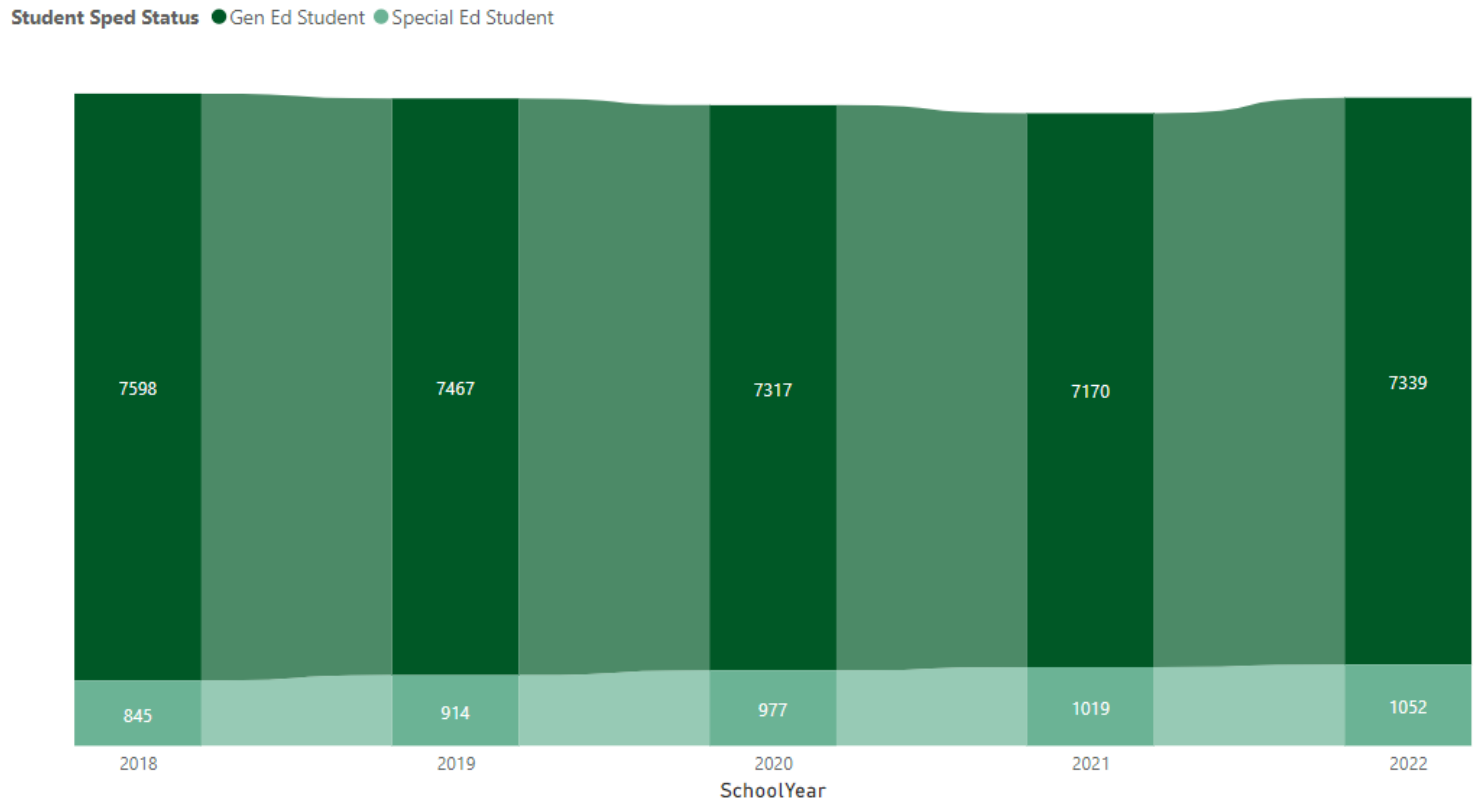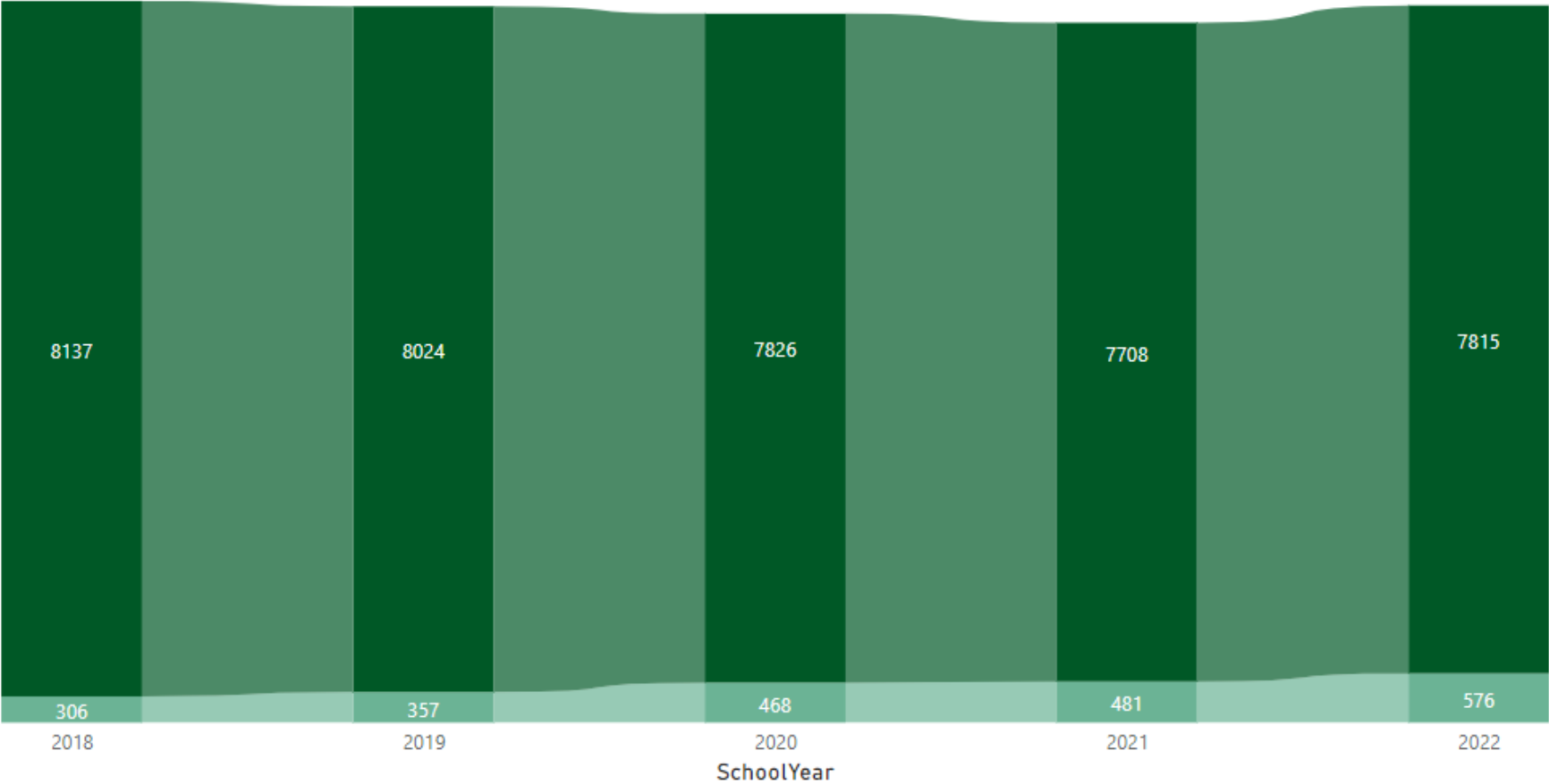|	2018	2019	2020	2021	2022
Gen Ed Student	7598	7467	7317	7170	7339
Special Ed Student	845	914	977	1019	1052

SchoolYear

Figure 8.0: 5 year Enrollment History of Students Receiving Multi-Lingual Services

Student ML Status ● ML Student ● Non ML Student

2022-2023 New to EPS / Where They Came From by Resident District Status for the 22-23 Schoolyear

Resident District Status / Where They Came From	Number of Students
Edina Resident	**590**
KG First Time Enrolled	512
Transfer From Non-Public	38
Transfer From Other Minnesota Public School	30
Transfer From School Out of Country	2
Transfer From School Out of State	8
International Students (Typically enroll in August, ~10+ students)	TBD
Open Enrolled	**303**
KG First Time Enrolled	108
Transfer From Non-Public	29
Transfer From Other Minnesota Public School	158
Transfer From School Out of Country	7
Transfer From School Out of State	1
Grand Total	**893**

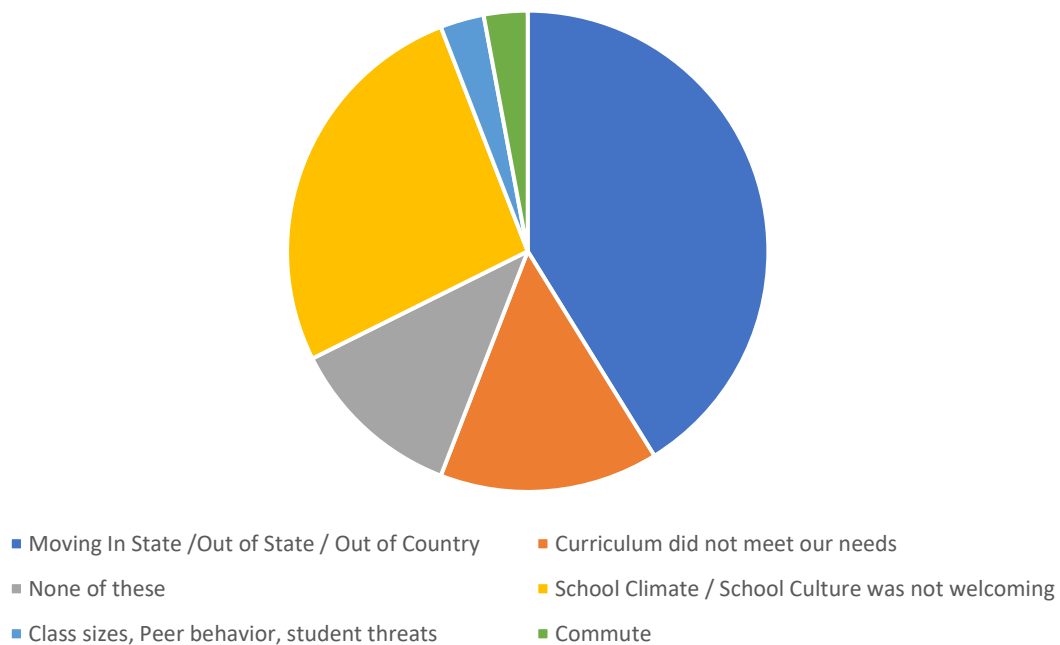2022-2023 Leaving EPS / Where They Went by Resident District Status during the 21-22 Schoolyear

Resident District Status / Where They Came From	Number of Students
Edina Resident	**109**
Transfer to Non-Public	14
Transfer to Other Minnesota Public School Moved	25
Transfer to Other Minnesota Public School Not Moved	30
Transfer to School Out of State or Country	40
Open Enrolled	**88**
Transfer to Non-Public	1
Transfer to Other Minnesota Public School Moved	11
Transfer to Other Minnesota Public School Not Moved	56
Transfer to School Out of Country or State	20
Grand Total	**197**

Exit Survey Summary Reasons for Leaving

Reason For Leaving	Number of Responses	Percentage of Responses
Moving In State /Out of State / Out of Country	14	41.18
Curriculum did not meet our needs	5	14.71
None of these	4	11.76
School Climate / School Culture was not welcoming	9	26.47
Class sizes, Peer behavior, student threats	1	2.94
Commute	1	2.94
Grand Total	34	100.00%

*34 Unique responses on the Exit Survey form families can select multiple reasons for why they are leaving Edina Public Schools from October 1 through April 12.

2021-2022 Exit Survey Summary - Reasons for Leaving

- Moving In State /Out of State / Out of Country
- Curriculum did not meet our needs
- None of these
- School Climate / School Culture was not welcoming
- Class sizes, Peer behavior, student threats
- Commute

EDINA PUBLIC SCHOOLS
RESIDENT ENROLLMENT PROJECTIONS SUMMARY
-HAZEL REINHARDT, DEMOGRAPHER

Since 2011-12
- Edina Public Schools enrollment (excluding Early Childhood) increased by 144 students or 1.7 percent
- Resident enrollment (excluding Early Childhood) decreased by 515 students or -7.5 percent
  - Resident enrollment experienced net out migration the past four years
- Nonresidents make up 22.2 percent of total enrollment in 2021-22 compared to 14.4 percent in 2011-12.

In ten years, that is, in 2031-32
- Edina Public Schools resident enrollment (excluding Early Childhood) is projected to range from 6,236 to 6,543 (2021-22 resident enrollment was 6,547)
- Resident K-5 enrollment is projected to increase. Resident high school enrollment is projected to decrease
- Resident Kindergarten is projected to be larger than the previous year's resident Grade 12, which is a change from the past
- Resident net out migration is projected to continue but be less than in the recent past

Factors pointing to decreasing resident enrollment
- Births are decreasing, which will result in fewer kindergarten students
- Increase in other program options in or near Edina (Ex. Isla Spanish School)
- Current resident grade size shows K-5 to be smaller than the upper grades, which unless there is significant net in migration, points to resident enrollment decline
- Net out migration of middle school students who later result in lower resident high school enrollment
- Increase in nonpublic enrollment among district residents. Not known whether this is a permanent change or not

2021-22 Enrollment and Class Size Information Report: October 11, 2021

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Section I
Enrollment Information

The count considered to be "official" for the 2021-2022 school year was taken on October 1, 2021.

Students attending school in Edina include students who live in Edina, students who live in the city of Edina but whose homes are actually in a surrounding school district, students attending our schools through the "Minneapolis Transportation" program, and the Open Enrollment program.

Data in Section I highlights student enrollment information for the 2021-2022 school year includes the following:

Figure 1-1: 2021-2022 Student Enrollment by Building
Figure 1-2: 2021-2022 Edina Public Schools Demographics History
Figure 1-3: 2021-2022 Edina Public Schools Open Enrollment Demographic History
Figure 1-4: New Students to EPS by Resident District Status and Prior Location
Figure 1-5: Projected Daily Membership from 5/30/2021 vs. Actual 10/01/21
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Figure 1-12: 2020-2021 vs. 2021-2022 Open Enrollment
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Figure 1-14: 2020-2021 vs. 2021-2022 Home School Districts of EPS Open Enrolled Students
Figure 1-15: 20-21* vs. 21-22** EPS Resident Students Attending Other Public Schools
Figure 1-16: 10 Year EPS Students Attending Other Public Schools
Figure 1-17: 20-21 vs. 21-22 EPS Resident Students Attending Non-Public Schools
Figure 1-18: 10 Year EPS Students Attending Non-Public Schools
Figure 1-19: Exit Survey Summary Reasons for Leaving
Figure 1-20: Exit Survey Where the Leavers Went
Figure 1-21: Exit Survey What Would It Take for You to Return to EPS

Figure 1-1: 2021-2022 Student Enrollment by Building

EDINA PUBLIC SCHOOLS
OFFICIAL BUILDING ENROLLMENT

Fall 2021-2022
(October 1, 2021)

	KG	1	2	3	4	5	6	Total
21-22 Concord	114	113	124	115	123	134	0	**723**
21-22 Cornelia	89	86	93	87	88	89	0	**532**
21-22 Countryside	90	93	103	90	94	109	0	**579**
21-22 Creek Valley	87	104	96	98	100	108	0	**593**
21-22 Highlands	93	93	90	90	82	95	0	**543**
21-22 Normandale	130	119	108	105	102	100	0	**664**
21-22 Edina Elementary Virtual Pathway	7	15	13	20	20	18	7	**100**
Totals								**3734**

	6	7	8	9	10	11	12	Total
21-22 South View	305	335	336					**976**
21-22 Valley View	313	329	351					**993**
21-22 Edina High School				675	664	698	653	**2690**
Totals								**4659**

Enrollment Comparison

	10/1/2020	**10/1/2021**
Grade K-5	**3580**	**3734**
Grade 6-8	**1980**	**1969**
Grade 9-12	**2678**	**2690**
Totals K-12	**8238**	**8393**

Preschool	129	145
Early Childhood Special Ed	119	131

*We enrolled an additional 155 students compared to the 20-21 school year.

Figure 1-2: 2021-2022 Edina Public Schools Demographics History

Federal Race ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Multi ● Native Hawaiian or Other Pacific Islander ● White
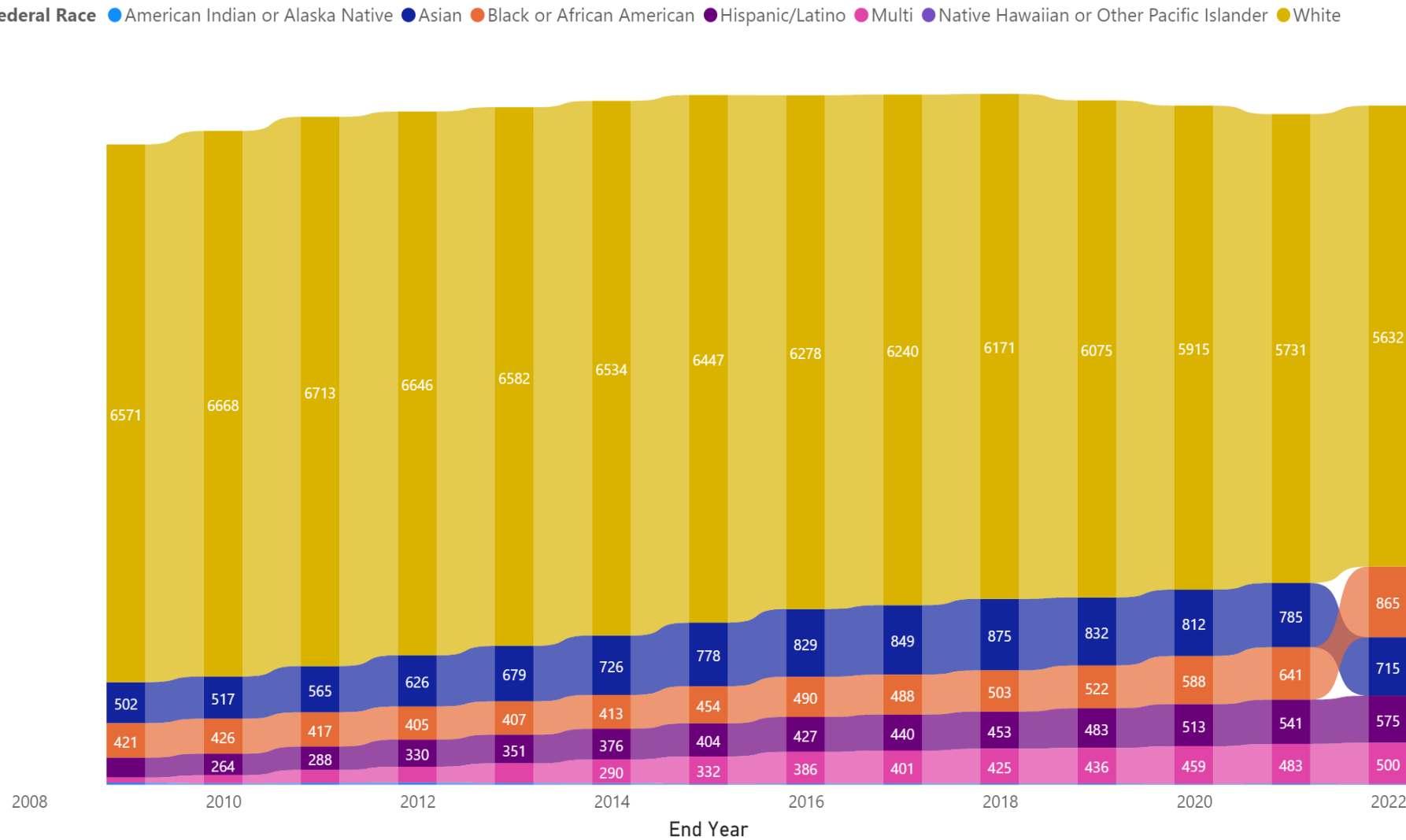
Figure 1-3: 2021-2022 Edina Public Schools Open Enrollment Demographic History

Federal Race ● American Indian or Alaska Native ● Asian ● Black or African American ● Hispanic/Latino ● Multi ● Native Hawaiian or Other Pacific Islander ● White
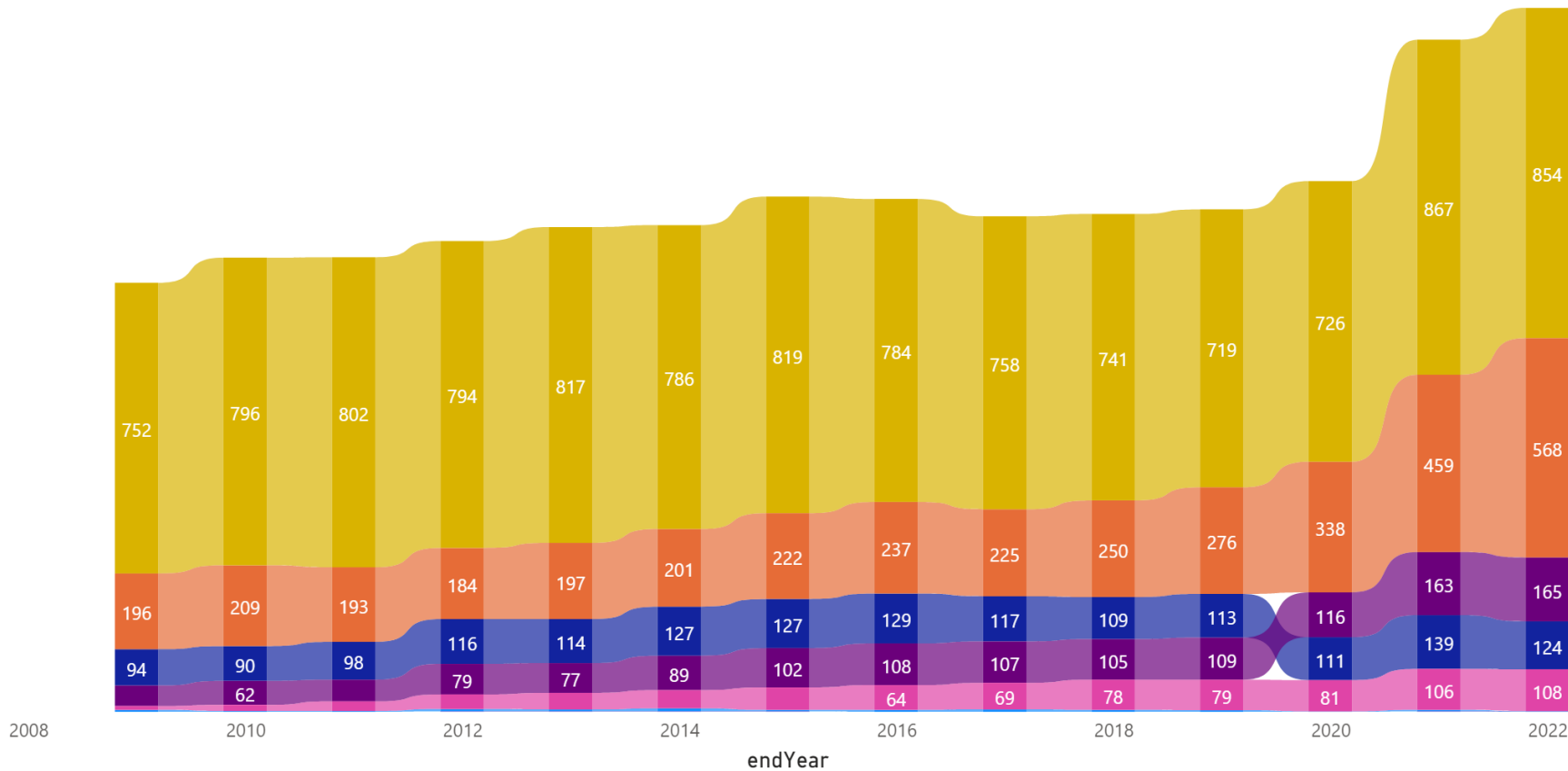
Figure 1-4: New Students to EPS by Resident District Status and Prior Location

New to EPS / Where They Came From by Resident District Status for the 21-22 Schoolyear

Resident District Status / Where They Came From	Number of Students
Edina Resident	**789**
KG First Time Enrolled	475
Transfer From Non Public	52
Transfer From Other Minnesota Public School	159
Transfer From School Out of Country	23
Transfer From School Out of State	72
International Students	8
Open Enrolled	**469**
KG First Time Enrolled	128
Transfer From Non Public	24
Transfer From Other Minnesota Public School	284
Transfer From School Out of Country	26
Transfer From School Out of State	7
Grand Total	**1258**

·International students attending from Italy, France, Denmark, Norway and Germany

Edina Resident New Students

- ■ Edina Resident - KG First Time Enrolled
- ■ Edina Resident - Transfer From Non Public
- ■ Edina Resident - Transfer From Other Minnesota Public School
- ■ Edina Resident - Transfer From School Out of Country
- ■ Edina Resident - Transfer From School Out of State
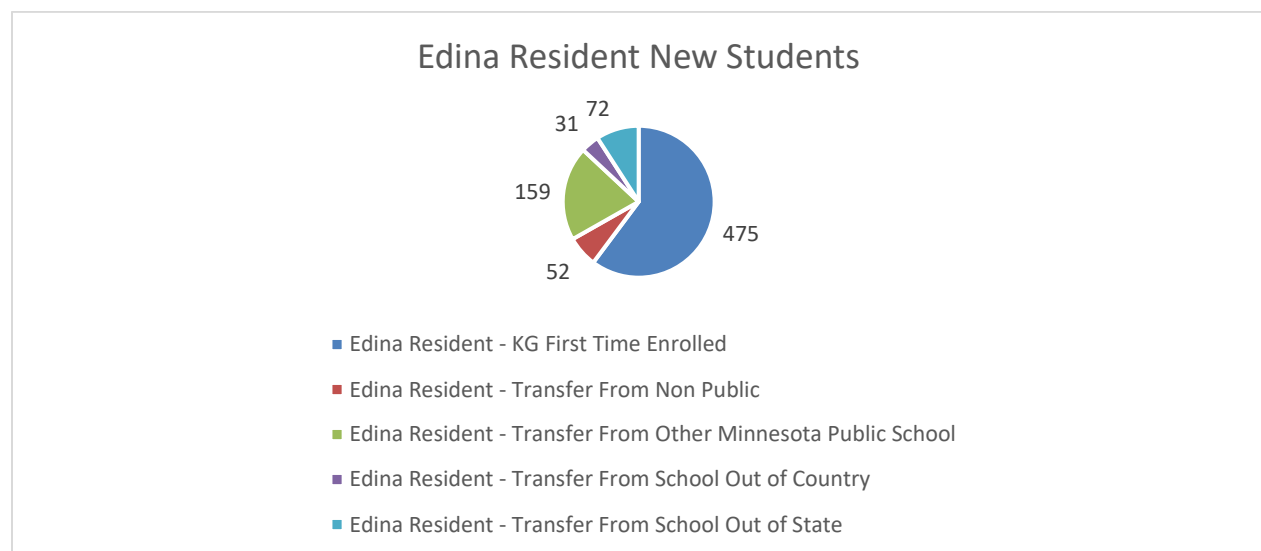
Open Enrolled New Students

26 7

128

24

284

- Open Enrolled - KG First Time Enrolled
- Open Enrolled - Transfer From Non Public
- Open Enrolled - Transfer From Other Minnesota Public School
- Open Enrolled - Transfer From School Out of Country
- Open Enrolled - Transfer From School Out of State
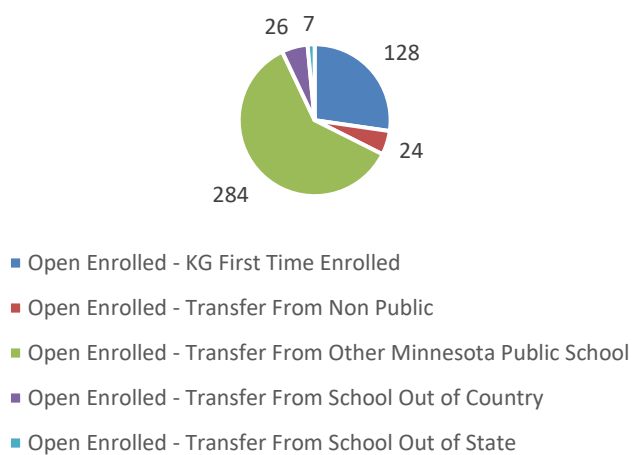
Figure 1-5: Projected Daily Membership from 5/30/2021 vs. Actual 10/01/21

Grade	Projection From 5/30/21	Actual Enrollment on 10/01/2021	Difference
KG	585	610	25
1	634	623	-11
2	624	627	3
3	614	605	-9
4	636	609	-27
5	655	653	-2
6	647	625	-22
7	676	664	-12
8	666	687	21
9	635	675	40
10	640	664	24
11	664	698	34
12	638	653	15

Projections were surpassed in grades KG, 2, and 8-12. All other grade levels came in below projections.

Figure 1-6: 2020-2021 vs. 2021-2022 Change in Enrollment by Grade Level

ACTUAL 20 vs. ACTUAL 21

Grade Level	Actual Enrollment 10/1/2020	Actual Enrollment 10/1/2021	Difference Actual FY 20 VS Actual FY 21
Kindergarten	591	610	19
Grade 1	591	623	32
Grade 2	587	627	40
Grade 3	590	605	15
Grade 4	618	609	-9
Grade 5	603	653	50
Total K-5	**3580**	**3727**	**147**
Grade 6	667	625	-42
Grade 7	682	664	-18
Grade 8	631	687	56
Total 6-8	**1980**	**1976**	**-4**
Grade 9	666	675	9
Grade 10	692	664	-28
Grade 11	666	698	32
Grade 12	654	653	-1
Total 9-12	**2678**	**2690**	**12**
Total K-12	**8238**	**8393**	**155**
20-21 Graduating Senior Class	**620**		
21-22 Incoming Kindergarten Class	**610**		

Actual year over year enrollments increased in grades K,1,2,3,5,8,9 and 11 from Oct. 2020 to Oct. 2021, while decreasing in grades 4,6,7,10 and 12. Overall all actual enrollments (Oct. 1, 2021) are +147 in elementary, -4 in middle school +12 in high school as compared to the previous year (Oct. 2020).

This graduating senior class number represents the number of graduates including summer graduates.

Figure 1-7: 2020-2021 vs. 2021-2022 Cohort Comparison

All Students Cohort Comparison

20-21 Grade	Number of Students	21-22 Grade	Number of Students	Difference
KG	591	1	623	32
1	591	2	627	36
2	587	3	605	18
3	590	4	609	19
4	618	5	653	35
5	603	6	625	22
6	667	7	664	-3
7	682	8	687	5
8	631	9	675	44
9	666	10	664	-2
10	692	11	698	6
11	666	12	653	-13
12	654	NA		NA

Figure 1-8: 2020-2021 vs. 2021-2022 Resident Cohort Comparison

Resident Students Cohort Comparison

20-21 Grade	Number of Students	21-22 Grade	Number of Students	Difference
KG	469	1	479	10
1	496	2	485	-11
2	494	3	508	14
3	504	4	498	-6
4	522	5	502	-20
5	478	6	534	56
6	523	7	469	-54
7	541	8	503	-38
8	505	9	530	25
9	500	10	497	-3
10	534	11	497	-37
11	529	12	528	-1
12	546	NA	NA	

Figure 1-9: 2020-2021 vs. 2021-2022 Resident Enrollment

	2020-2021	2021-2022	Difference
Elementary	2963	3006	43
Middle School	1569	1502	-67
High School	2109	2039	-70
Total	6641	6547	-94

Resident enrollment decreased over the past year by 94 students.
Note:
- Resident Graduating Seniors 2020-21:   518 (74% Market Share)
  - Resident Student Pool   703
- Resident Incoming Kindergarten 2021-22:   479 (81% Market Share)
  - Resident Student Pool   594

Figure 1-10: 10 Year Resident Enrollment Trend

10 Year Resident Enrollment Trend

Year	Enrollment
2012-13	7091
2013-14	7146
2014-15	7107
2015-16	7125
2016-17	7239
2017-18	7274
2018-19	7111
2019-20	6952
2020-21	6641
2021-22	6547
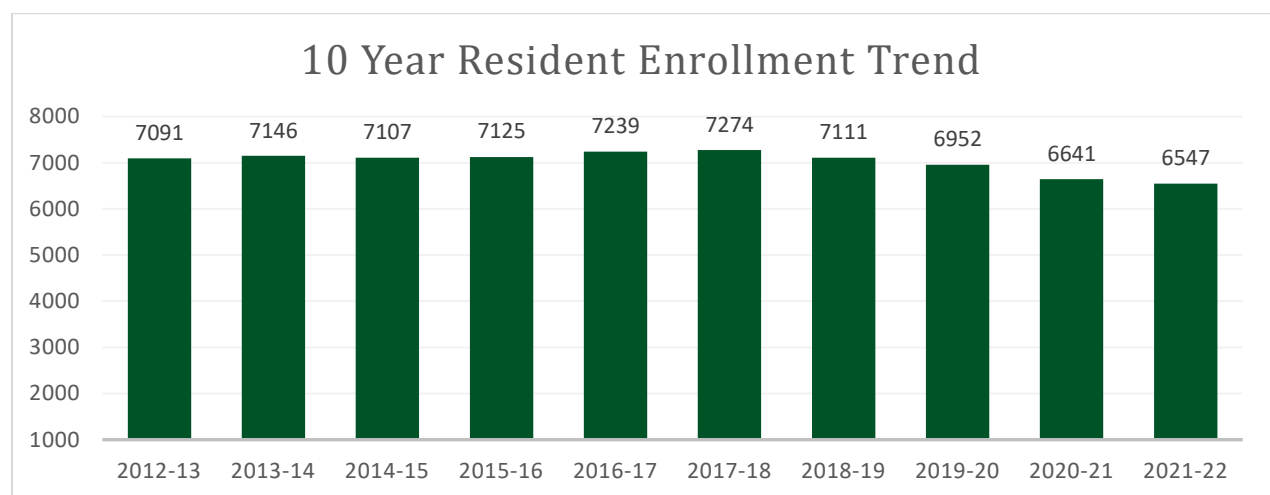
Resident enrollment increased by 183 students between the years of 2012-13 and 2017-18 and has declined by 727 students between the 4 years of 2017-2018 and 2021-2022.

Figure 1-11: 10 Year Resident Market Share Trend

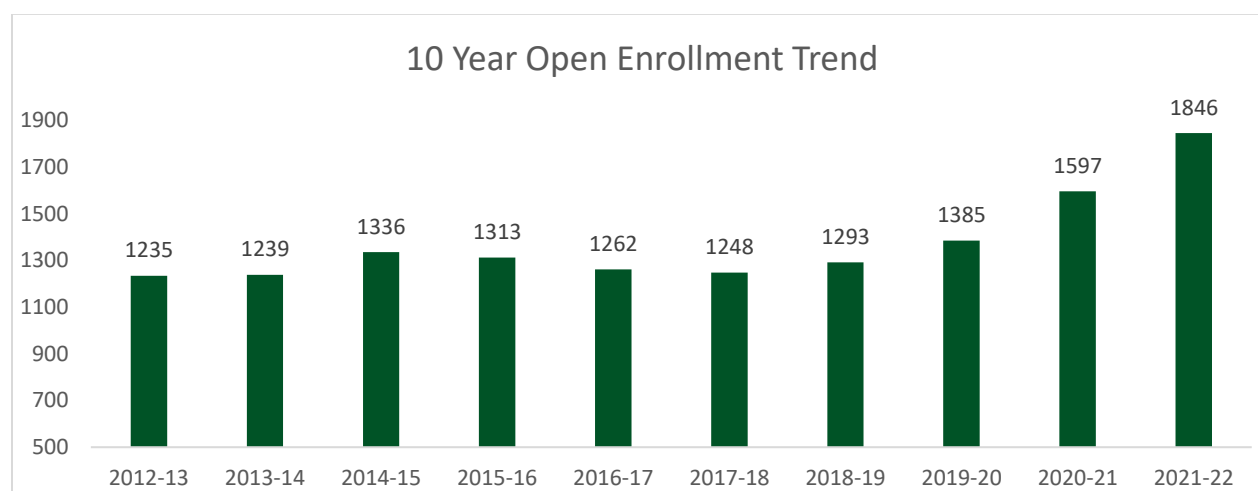| School Year	Residents Enrolled In EPS	Residents Enrolled in Non-Pub & Elsewhere	Total Resident Enrollment	Market Share Percent
2012-2013	7091	1316	8407	84.3
2013-2014	7146	1440	8586	83.2
2014-2015	7107	1421	8528	83.3
2015-2016	7125	1513	8638	82.5
2016-2017	7239	1414	8653	83.7
2017-2018	7274	1531	8805	82.6
2018-2019	7111	1649	8760	81.2
2019-2020	6952	1773	8725	79.7
2020-2021	6641	1950	8591	77.3
2021-2022	6547	1901	8448	77.5

Edina Resident Market Share Percentage
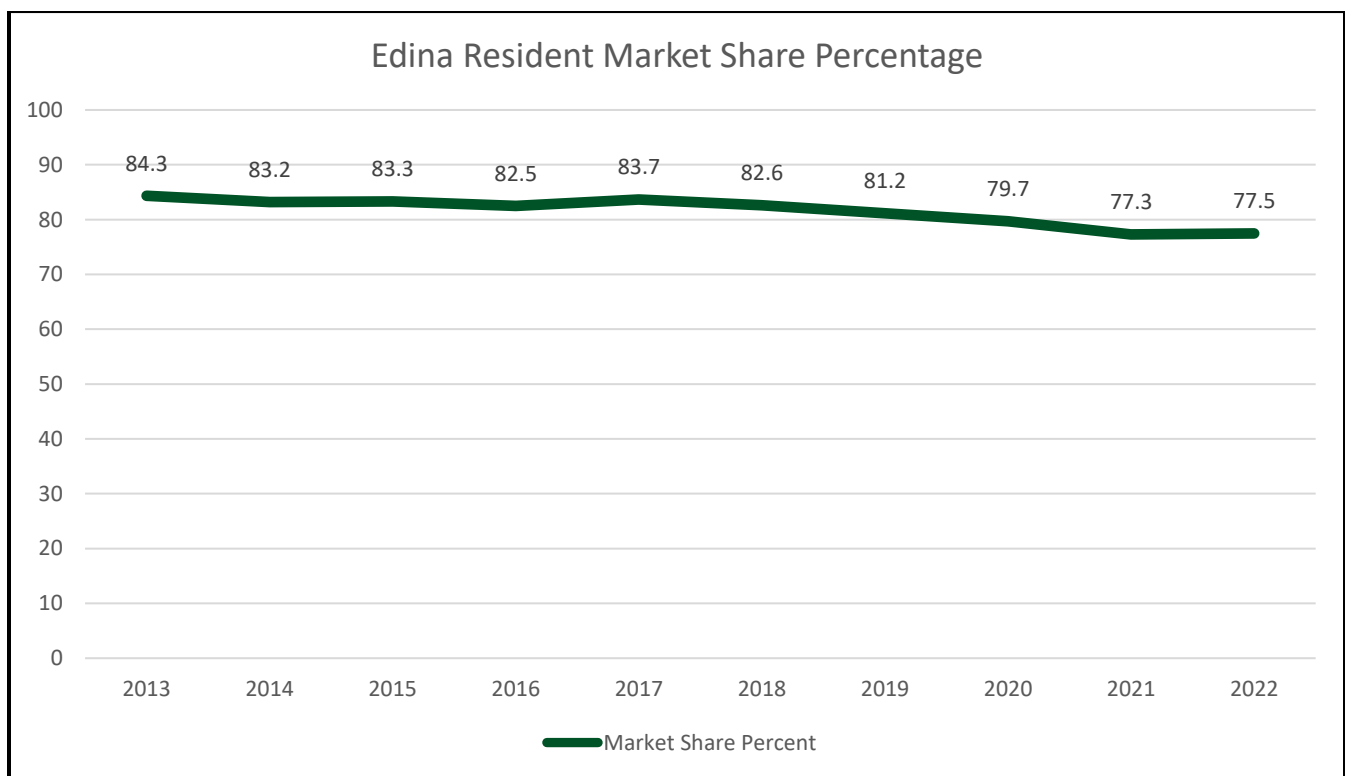
*The resident pool that Edina Public Schools draws from decreased by 357 students from 2017-2018 to 2021-2022.

Figure 1-12: 2020-2021 vs. 2021-2022 Open Enrollment

	2020-2021	2021-2022	Difference
Elementary	617	721	104
Middle School	411	474	63
High School	569	651	82
Total	1597	1846	249

Open enrollment has increased by 249 students over the previous year.

Figure 1-13: 10 Year Open Enrollment Trend

Open Enrollment increased by 611 students over the last 10 school years.

Figure 1-14: 2020-2021 vs. 2021-2022 Home School Districts of EPS Open Enrolled Students

Resident District	Open Enrollees 2020-2021	% of Total Open Enrollment 2021-2022	Open Enrollees 2021-2022	% of Total Open Enrollment 2021-2022	Difference
Minneapolis	632	39.57%	780	42.25%	148
Hopkins	189	11.83%	192	10.41%	3
Richfield	271	16.97%	297	16.11%	26
St. Louis Park	115	7.20%	121	6.56%	6
Bloomington	140	8.77%	154	8.35%	14
Eden Prairie	82	5.13%	89	4.83%	7
Other	168	10.52%	213	11.49%	45
Total	1597	100.00%	1846	100.00%	249

In the past two years, the largest contributors to EPS open enrollment are the Minneapolis, Richfield and Hopkins communities.

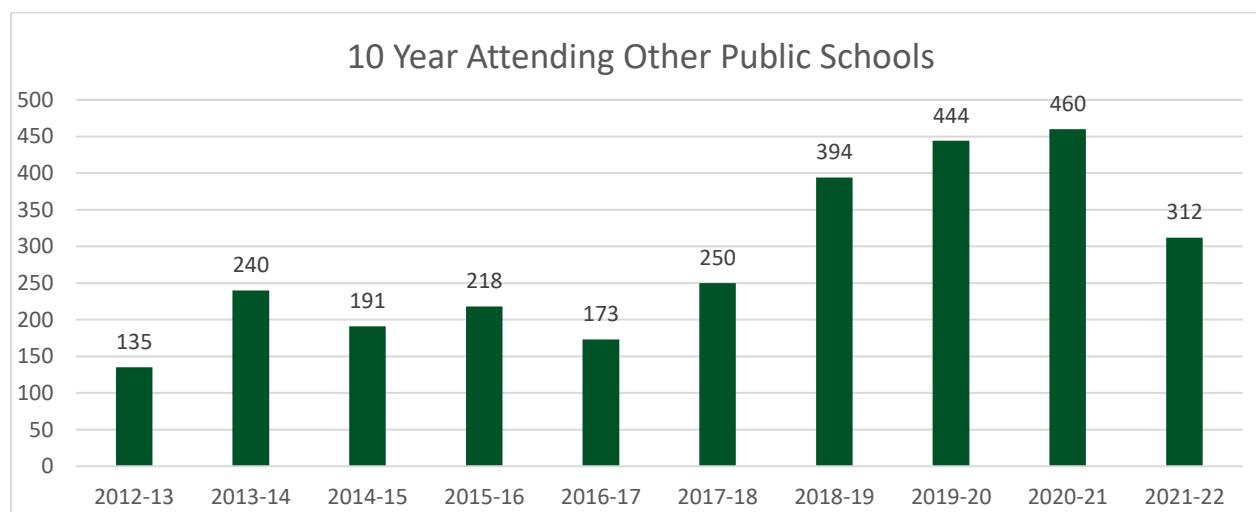Figure 1-15: 20-21* vs. 21-22** EPS Resident Students Attending Other Public Schools

Other Public Schools	2020-2021*	2020-2021 ADM	2021-2022**
Minnetonka Public School District	51	46.17	50
Eagle Ridge Academy Charter School	43	42.29	44
Districts with 5 or Fewer Edina Residents not shown	50	38.69	43
Seven Hills Preparatory Academy	58	35.05	34
Bloomington Public School District	31	20.55	23
Hopkins Public School District	22	18.75	22
PIM Arts	11	10.57	18
Richfield Public School District	34	22.36	17
Minnesota Transitions Charter School	9	8.95	10
SciTech Academy Charter School	8	6.05	10
Intermediate School District 287	28	9.32	9
Eden Prairie Public School District	11	6.80	8
Houston Public School District	9	7.29	5
St. Louis Park Public School District	7	3.34	4
Lionsgate Academy	6	4.98	4
MN Online High School	6	3.13	4
Yinghua Academy	5	4.00	3
Orono Public School District	7	2.96	2
Rosemount/Apple Valley/Eagan	6	1.20	2
Minneapolis Public School District	44	24.32	-
Agamim Classical Academy	9	9.00	-
International Spanish Language Academy	5	4.40	15***
Total	460	330.17	327

*2020-2021 Data taken from **EOY** 2020-2021 MDE's Residents Served Elsewhere Report. Oct. 1, 2021 was 460.
2021-2022 Data taken from Fall 2021 MDE's Residents Served Elsewhere Report (Note: This data is dependent upon the other district reporting.**)
***This data taken from phone interview with International Spanish Language Academy, October 2021.

Figure 1-16: 10 Year EPS Students Attending Other Public Schools

10 Year Attending Other Public Schools

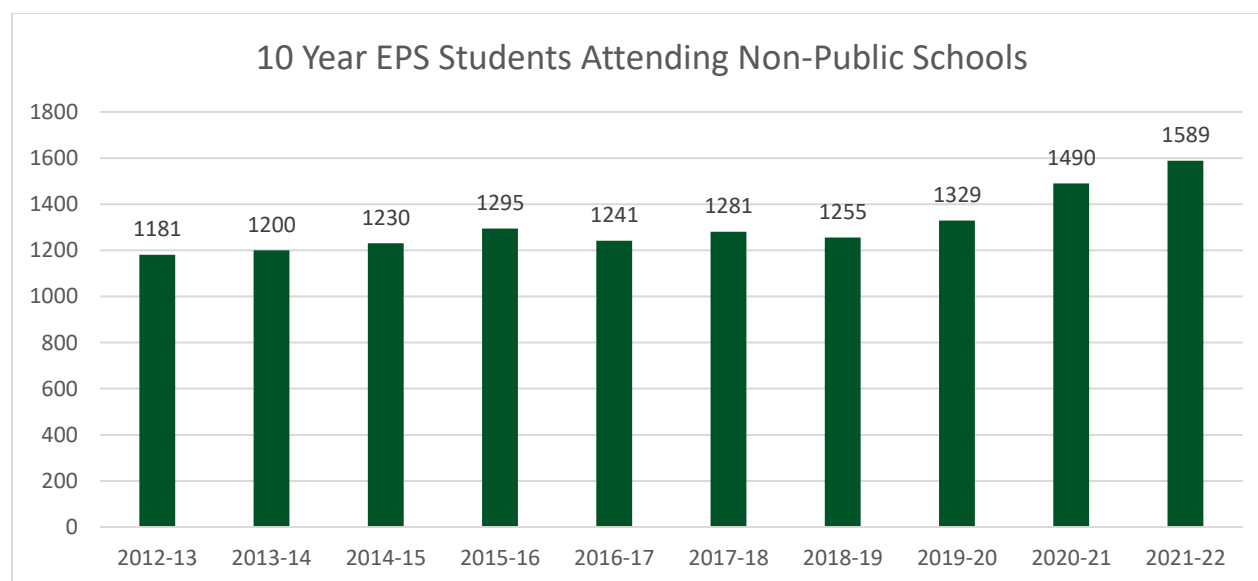| Year	Value
2012-13	135
2013-14	240
2014-15	191
2015-16	218
2016-17	173
2017-18	250
2018-19	394
2019-20	444
2020-21	460
2021-22	312

The number for 2021-22 was taken from the most recent MARSS state wide edit, to the state. Over the course of the year, this number for 2021-22 could continue to grow.

Figure 1-17: 20-21 vs. 21-22 EPS Resident Students Attending Non-Public Schools

Non-Public Schools	2020-2021	2021-2022	Difference
Our Lady of Grace	413	424	11
Blake	208	217	9
Benilde St Margaret	195	201	6
Breck	173	177	4
Avail Academy	61	64	3
St Thomas Academy	50	53	3
Carondelet	46	41	-5
Academy of Holy Angels	35	29	-6
Home School	30	32	2
Minnehaha Academy	27	24	-3
Convent of the Visitation	25	25	0
Southwest Christian HS	21	23	2
Groves	20	27	7
Holy Family Academy	18	17	-1
Providence	18	18	0
St Paul Academy & Summit	17	22	5
Breakaway Academy	16	45	29
De La Salle	8	7	-1
Ramalynn Academy	-	11	11
Int. School of MN	7	5	-2
Unknown	55	89	34
Non-Public Schools with Less than 5 Students	47	38	-9
Total	**1490**	**1589**	**99**

Figure 1-18: 10 Year EPS Students Attending Non-Public Schools

10 Year EPS Students Attending Non-Public Schools

Year	Students
2012-13	1181
2013-14	1200
2014-15	1230
2015-16	1295
2016-17	1241
2017-18	1281
2018-19	1255
2019-20	1329
2020-21	1490
2021-22	1589

The number of EPS students attending non-public increased over the last 2 years.

Figure 1-19: Exit Survey Summary Reasons for Leaving

Reason For Leaving	Number of Responses	Percentage of Responses
Access to extracurricular activities was not sufficient	5	2.25%
Amount of personalized attention for my child was not sufficient	11	4.95%
COVID related reasons - insufficient face to face learning time	31	13.96%
COVID related reasons - personal health and safety reasons	7	3.15%
Curriculum did not meet our needs	21	9.46%
None of these	47	21.17%
Other	28	12.61%
School Climate / School Culture was not welcoming	17	7.66%
Specialized Programming was not sufficient	8	3.60%
We left to attend school elsewhere due to our own unique family circumstance	47	21.17%
Grand Total	**222**	**100.00%**

*141 Unique responses yielded 222 reasons for leaving. On the Exit Survey form families can select multiple reasons for why they are leaving Edina Public Schools.
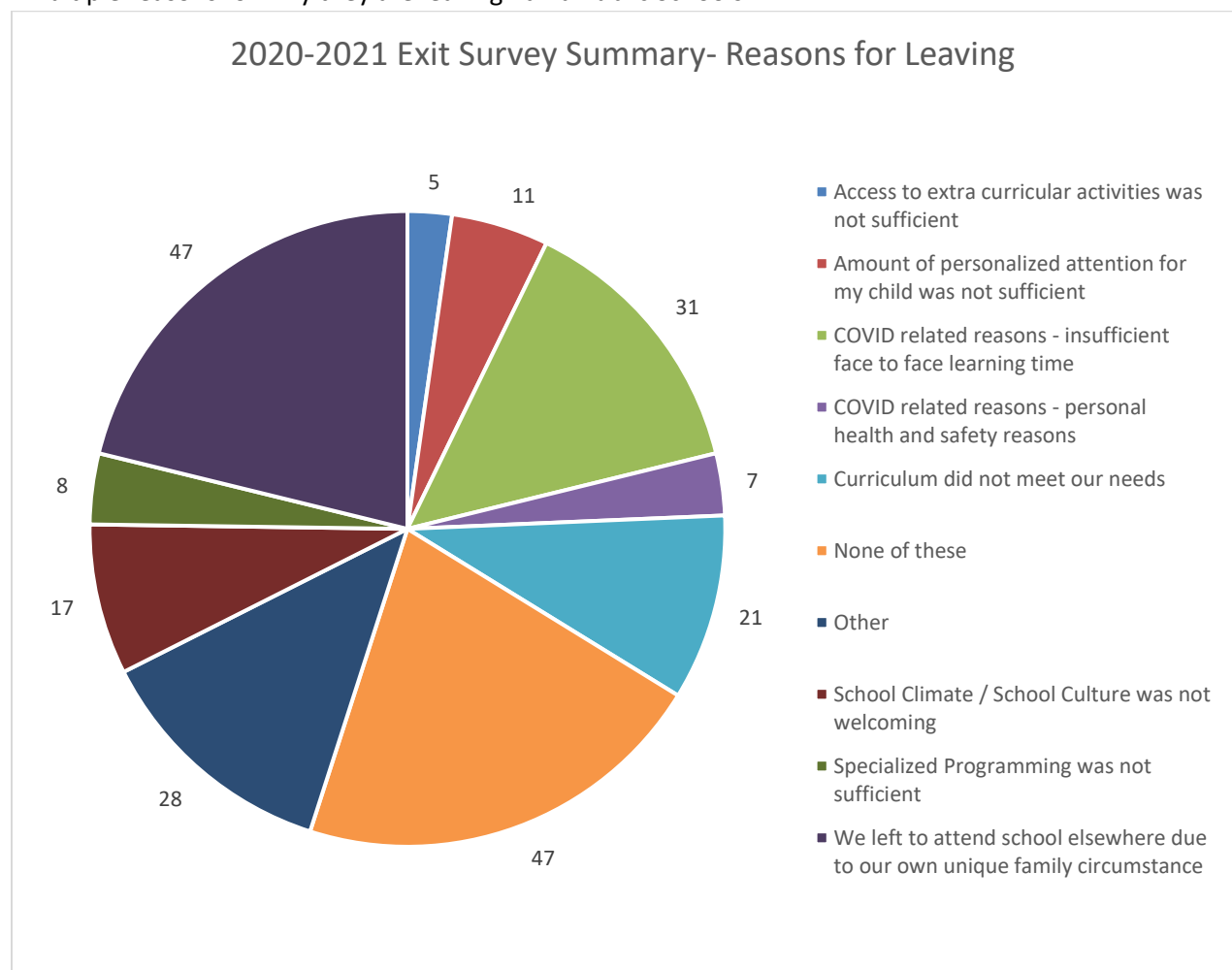

2020-2021 Exit Survey Summary- Reasons for Leaving

Figure 1-20: Exit Survey Where the Leavers Went

2020-2021 Exit Survey Summary- Where Did the Leavers Go		
School	Number of Students	Percentage of Students
Avail Academy	3	2.13%
Benilde St. Margaret	13	9.22%
Blake	2	1.42%
Breck	6	4.26%
Groves Academy	1	0.71%
Other	105	74.47%
Our Lady of Grace	9	6.38%
(blank)	2	1.42%
Grand Total	**141**	**100.00%**

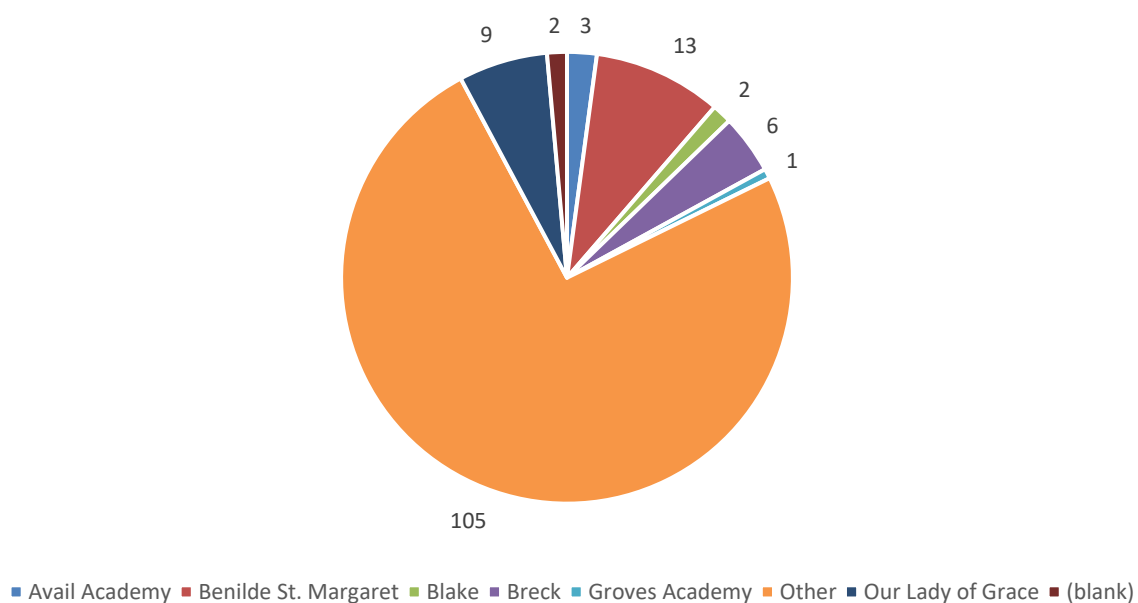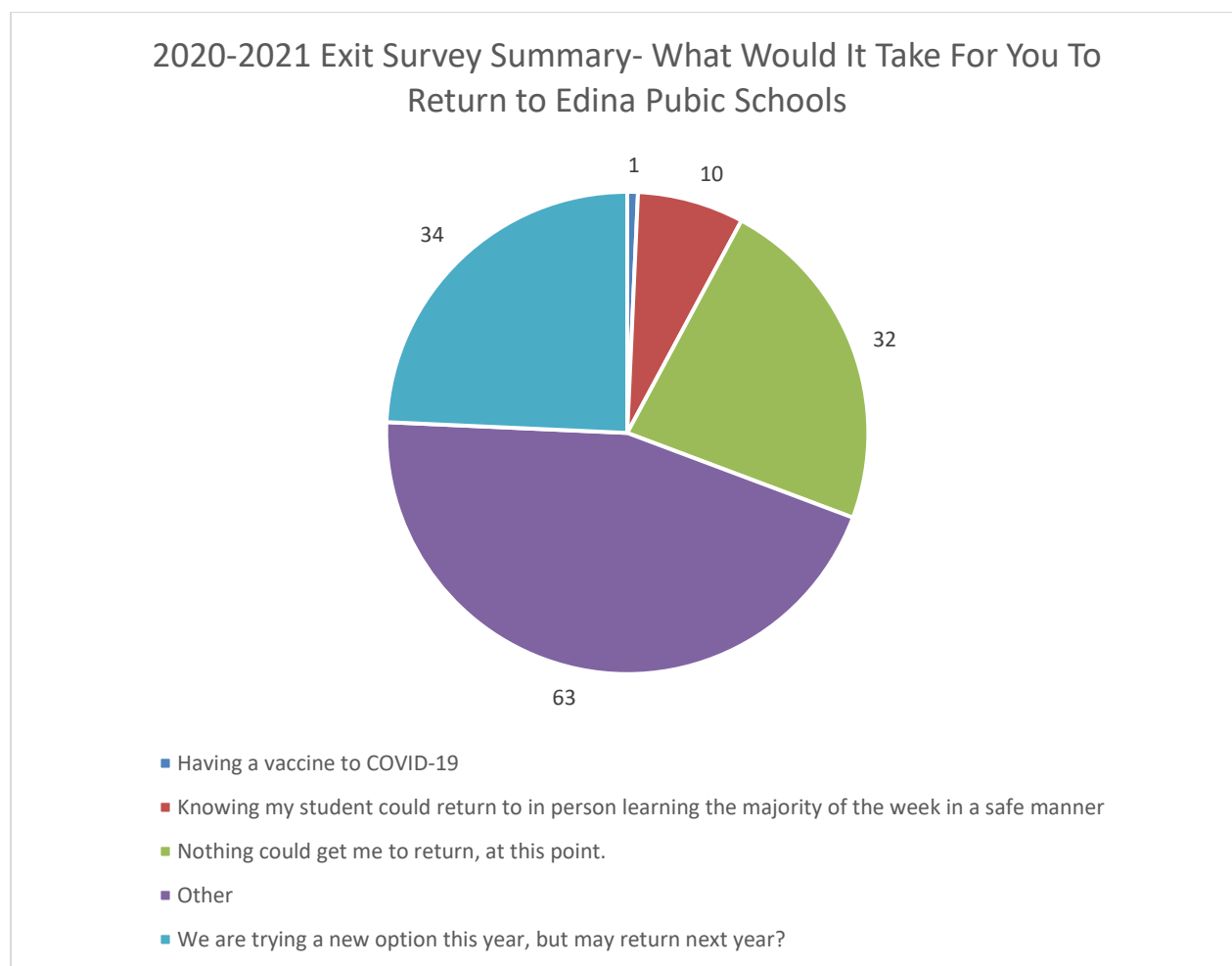2020-2021 Exit Survey Summary- Where Did the Leavers Go

Figure 1-21: Exit Survey What Would It Take for You to Return to EPS

2020-2021 Exit Survey Summary- What Would It Take for You to Return to Edina Pubic Schools		
What Would it Take for You to Return	Number of Responses	Percentage of Responses
Having a vaccine to COVID-19	1	0.71%
Knowing my student could return to in person learning the majority of the week in a safe manner	10	7.14%
Nothing could get me to return, at this point.	32	22.86%
Other	63	45.00%
We are trying a new option this year, but may return next year?	34	24.29%
Grand Total	140	100.00%

* One family did not provide us with data as to what it would take to return

2020-2021 Exit Survey Summary- What Would It Take For You To Return to Edina Pubic Schools

■ Having a vaccine to COVID-19

■ Knowing my student could return to in person learning the majority of the week in a safe manner

■ Nothing could get me to return, at this point.

■ Other

■ We are trying a new option this year, but may return next year?

Discussion of Exiting Family Survey Results:

- 528 exiting families were sent the exit survey.
- 141 responded (26.7% response rate)
- We need to rethink the reasons families are leaving in the exit survey in a post COVID world. 33.78% of our respondents listed None of these or Other as their reason for leaving.

Section II
Class Size Information

| | 1 Hour Para |
| Elementary Class | Desired Class | Added for Three |
Size Guidelines	Size Range	Students Over
Kindergarten	20-24	22
Grade 1	21-24	26
Grade 2	21-25	28
Grade 3	23-26	29
Grades 4-5	24-27	30
Grades 1-5 (CP)	28	N/A
Grade 1-5 (FI)	27	N/A

| Secondary Class | |
Size Guidelines	
Grade 6-9	27.2
Grades 10-12	30.9
Options Program	19-25

Elementary Staffing Guidelines

Elementary class size guidelines for Edina are calculated strictly on the basis of teacher/student ratio within the individual classroom. Specialist teachers and support staff are not calculated into the formula for determining average class size. A desired class size range is established for each elementary grade level. Ideally, each classroom class size would fall within this range.

Secondary Staffing Guidelines

Secondary school staffing is determined by an allocation of staffing hours per building, based on an average class size of 27.2 for grades 6-8 and 30.9 for grades 9-12. The class size range for the Options Program, located at the High School, will remain at 19-25 students. Principals determine the size of individual classes based on average daily membership enrollment data and needs of the building. Class size can vary based on the type of class and the number of hours that it is taught. Secondary schools do not receive additional paraprofessional support for large classes. If the principal perceives that they have class size difficulties, she/he may discuss the matter with the assistant superintendent and, ultimately the Board of Education, for additional hours to be added to their allocation.

Summary

The instructional size for kindergarten has been established as noted above. The instructional sizes at the remaining elementary levels, secondary instructional size staffing factors, and special education/ special programs staffing ratios remained the same as the 2020-2021 school year. The Options Program will maintain a class size range of 19-25 students.

Elementary and Secondary Class Size Averages by Grade Level or Department

Figures 2-1 through 2-3 provide a summary of the average class size by grade level or department for the elementary schools and secondary schools. The average number of students in each elementary grade level reflects enrollment as of October 1, 2021. The class size averages shown for the middle schools and the high school reflect actual enrollment by section provided by the District Media and Technology Services department on October 1, 2021.

Figure 2-1   2021-2022 District Elementary Class Size Averages
Figure 2-2   2021-2022 District Middle School Class Size Averages
Figure 2-3   2021-2022 Edina High School Class Size Averages

Figure 2-1: 2021-2022 District Elementary Class Size Averages

ELEMENTARY	Total Students Scheduled	Total Sections	Average Class Size	Size Guideline Range
Kindergarten	471	21	22	20-24
1st grade	470	20	24	21-24
2nd grade	437	18	24	21-25
3rd grade	417	18	23	23-26
4th grade	427	18	24	24-27
5th grade	462	18	26	24-27
Edina Elementary Virtual Academy	100	5	20	24-27
Normandale	664	27	25	27
CP	284	11	26	28
Total	3731*	156	23.91	

*Three students were not scheduled into a homeroom, as of the time of this report.

Figure 2-2: 2021-2022 District Middle School Class Size Averages

Middle School	Scheduled	Sections	Class Size	Guideline Range
Art	1035	40	25.88	27.2
Business	87	3	29	27.2
ELA	2874	120	23.95	27.2
FACS	667	23	29	27.2
Health	313	12	26.08	27.2
Math	2037	91	22.38	27.2
PE	1682	58	29	27.2
Science	1951	72	27.09	27.2
Social Studies	1930	71	27.18	27.2
Stem	1224	46	26.60	27.2
World Language	1773	70	25.33	27.2
Totals/Average	15573	606	25.7	
Music	1404	54	26	26

Middle schools average class size is slightly lower (25.7) as compared to the overall staffing allocation of 27.2 students per teacher.

Figure 2-3: 2021-2022 Edina High School Class Size Averages

Edina High School	Total Scheduled	Total Sections	Average Class Size	Size Guideline Range
Art	422	15	28.13	30.9
Business Ed	363	13	27.92	30.9
FACS	246	9	27.33	30.9
Health	352	19	18.52	30.9
English/Reading	2565	88	29.15	30.9
Mathematics	2647	91	29.09	30.9
Physical Education	772	30	25.73	30.9
Science	2572	87	29.56	30.9
Social Studies	2745	94	29.20	30.9
STEM	215	9	23.89	30.9
World Language	2254	82	27.48	30.9
Totals	15153	537	28.21	
**Music	991	26	38.12	

The High School average class size is slightly lower (28.21) than what was allocated in staffing at 30.9 students per teacher.

Section III
Summary

- As of October 1, we are above projections for 2021-2022 by 79 students.
- We have 8 International students this year attending Edina High School.
- Resident enrollment has declined 727 students from the 2017-2018 school year to the 2021-2022 school year. The resident pool that Edina Public Schools draws from decreased by 357 students during that time.
- Open Enrollment has increased over the last two years.
- There has been an increase in the last two years of Edina resident students attending Non-Public schools.
- The exit survey will be refined to reflect more response options and an open-ended comment opportunity.
- The average class size in Edina is within the district class size guidance parameters.

Wold

	K	1	2	3	4-5	CP	Functional Capacity	Potential Rooms***	Potential Capacity
Concord Elementary	5	5	5	5	10	0	765	1	790
Cornelia Elementary	4	4	4	4	8	0	612	2	662
Countryside Elementary	4	3	3	3	7	3	594	0	594
Creek Valley Elementary	4	4	4	4	8	0	612	2	662
Highlands Elementary*	5	2	2	2	4	8	606	0	606
Normandale Elementary**	5	4	4	4	8	0	660	2	714
	27	22	22	22	45	11	3,849		4,028
By Grade Level	648	528	550	572	608	308			
(w/ CP distributed to grades)	648	590	612	634	669				
					(each grade)				

K	24
1st	24
2nd	25
3rd	26
4th	27
5th	27
CP	28
6th-9th	27.2
10th-12th	30.9

* Highlands Grades 1-2 and 3-4 counted as looping at upper classroom levels
** Normandale grades 1-5 plus Potential rooms counted as 27 students each for capacity
*** Other Potential Rooms counted as 25 Students

	Stations	Students / Station	Utilization Rate	Functional Capacity	Potential Stations	Potential Capacity	Maximum Utilization	Maximum Capacity	Maximum (w/ Potent.)
SVMS	53	27.2	85%	1,225	5	1,341	95%	1,370	1,499
VVMS	54	27.2	85%	1,248	0	1,248	95%	1,395	1,395
EHS	114	30.9	85%	2,994	5	3,126	95%	3,346	3,493
				5,468		5,715		6,111	6,387

ENROLLMENT VS. CAPACITY

October 1, 2018 Student Enrollment

	Enrollment	Capacity	Difference	% Full	Potential	% Full
Concord Elementary	730	765	35	95.42%	790	92.41%
Cornelia Elementary	569	612	43	92.97%	662	85.95%
Countryside Elementary	590	594	4	99.33%	594	99.33%
Creek Valley Elementary	587	612	25	95.92%	662	88.67%
Highlands Elementary	563	606	43	92.90%	606	92.90%
Normandale Elementary	644	660	16	97.58%	714	90.20%
Southview Middle School	971	1,225	254	79.24%	1,341	72.41%
Valley View Middle School	1,025	1,248	223	82.10%	1,248	82.10%
Edina High School	2,727	2,994	267	91.08%	3,126	87.25%

Elementary Totals	3,683	3,849
Secondary Totals	4,723	5,468
District Totals	8,406	9,317

Optional Utilization @ 80%	Stations	Students / Station	Utilization Rate	Functional Capacity	Potential Stations	Potential Capacity
SVMS	53	27.2	80%	1,153	5	1,262
VVMS	54	27.2	80%	1,175	0	1,175
EHS	114	30.9	80%	2,818	5	2,942

Optional Utilization @ 75%	Stations	Students / Station	Utilization Rate	Functional Capacity	Potential Stations	Potential Capacity
SVMS	51	27.2	75%	1,040	6	1,163
VVMS	51	27.2	75%	1,040	0	1,040
EHS	114	30.9	75%	2,642	5	2,758