

Salt Lake City School District Population and Boundary Data Sheet

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1. Student enrollment and residential population															
Summary Explanation	School enrollment is the number of students attending the school. While school enrollment varies throughout the year, these numbers are the official count recorded on October 1 each year and reported to the state.	A 1-mile radius provides an approximation of the number of students who live within walking distance of a school regardless of the current boundary configuration.	District programs (Magnet Gifted/Talented Program, Dual Language Immersion, Special Education HUB school) are located at specific schools. Students in these programs do not reside exclusively in the neighborhood boundaries of the school.	These numbers include students who enrolled in the Salt Lake City School District during the school years listed below. Please note that students who live in the district boundaries but who attend a private school, home school, or a non-district charter school are not included in these counts. This section presents data on the number of students who live in the boundary of the school and who enrolled in that school, who enrolled in a district school that is not their neighborhood school (transferred out), and who do not live in the boundary but enrolled in this school (transferred in) during the 2022-23 or 2023-24 school years. Additional data are available on the district website.											
	School enrollment			Number of students enrolled in district programs (Magnet, DLI)		Past and projected enrollment trends Students who (1) live in boundary; (2) live in boundary and enrolled in the school; (3) transferred out; (4) transferred in									
	Number of students enrolled 2022-23	Number of students enrolled 2023-24	Number of students who live within one mile radius of the building 2022-23	Number of students enrolled and registered in a district program 2023-24	Number of students enrolled and registered in a district program who also reside within the school boundary 2023-24	Number of SLCS students who live within the school boundary 2022-23	Number of students enrolled who live in the school boundary 2022-23	Number of students who live in the school boundary who transferred out 2022-23	Percentage of students who live in the school boundary who transferred out 2022-23	Number of students who transferred in from another school 2022-23	Number of SLCS students who live within the school boundary 2023-24	Number of students enrolled who live in the school boundary 2023-24	Number of students who live in the school boundary who transferred out 2023-24	Percentage of students who live in the school boundary who transferred out 2023-24	Number of students who transferred in from another school 2023-24
Range of outlier		200 or fewer							above 33%		250 or fewer				
Newman Elementary	251	224	1,086			240	171	69	29%	80	230	162	68	30%	62
Mary W. Jackson Elementary	377	337	774			380	258	122	32%	119	363	231	132	36%	106
DLI	223	218		218	127		122			101		127			91
School enrollment	154	119					136			18		104			15
Wasatch Elementary	338	333	373			288	202	86	30%	136	299	217	82	27%	116
M. Lynn Bennion Elementary	157	156	628			253	132	121	48%	25	242	128	114	47%	28
Emerson Elementary	468	462	854			294	217	77	26%	251	277	211	66	24%	251
Magnet/DLI	113	100		100	24		31			82		24			76
School enrollment (w/ HUB*)	355	362					186			169		187			175
Hawthorne Elementary	363	318	784			212	151	61	29%	212	224	159	65	29%	159
Magnet G/T	159	139		139	20		20			139		20			119
School enrollment	204	179					131			73		139			40
Riley Elementary	212	193	715			277	163	114	41%	49	253	148	105	42%	45

*The Special Education HUB school model is an inclusion model providing appropriate supports for students

Yellow indicates data is an outlier.

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Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	
1. Student enrollment and residential population, con't.					2. Proximity and availability of neighborhood schools										
District enrollment projections are based on the district enrollment at the school over the last 10 and 5 years. The projected school enrollment is based on the enrollment change since the 2018-2019 school year. Applied Economics was hired in 2021-22 to provide additional information and projections to the district on residential trends in district boundaries. This number references the projected number of students living within the school boundary. The full Applied Economics report is available on the district website.				Cohort survival methodology relies on data from the recent past in order to predict the near future. The district uses an average of the last three years to predict cohort survival. A cohort refers to the same group of students progressing through the grades. A 1.0 means the number of students in a given grade remains consistent to the next year. <1.0 means class size is dropping each subsequent year; >1.0 means class size is growing. For instance, if there were 100 students in grade 2 and the grade 3 cohort survival rate is 0.8, there would be 80 students in grade 3 the next year.		Salt Lake City uses the term "state arterial" to describe major thoroughfares. The State arterials (major thoroughfares) near schools are State Street, 700 East, Foothill Drive, 400 South - east of 15, and Redwood Road. Major thoroughfares may impact students' safety as they travel to school.			State law requires each school to have a safe walking route. Routes must be designed and approved each year.		Students are provided bussing if they live more than 1.5 miles from the front door of their home to the school property. This is based on a driving route, not a straight line as the crow flies. Students, one parent/guardian per family, and faculty/staff are provided a free UTA bus pass, so using public transportation is a choice that some families may make.			Community and neighborhood identity can be a features (including man-made or natural boundaries, and zoning laws affecting school sites).	
Past and projected enrollment trends, con't.				Cohort survival rate		Student safety			Transportation: access to a neighborhood school using a district or UTA bus				Geographical features		
Percentage of school enrollment change over the previous 10 years	Percentage of school enrollment change over the previous 5 years	Projected school enrollment for 2026-27 based on enrollment change over the previous 5 years	Applied Economics projected residential population by school boundary area 2026-27	School 3-year cohort survival rate by grade		Approximate number of students living in boundary who would cross a major thoroughfare to attend the school	Potential impact on the number of students crossing a major thoroughfare if closed	Number of major thoroughfare crossings on possible walking routes within school boundary	Does the school have a safe walking route for students?	Approximate number of students riding a school bus	Number of buses serving the school population	Estimated impact on the number of buses used if closed	Availability of UTA bus routes	Major thoroughfares on possible walking routes to and from school	Geographical features / natural boundaries (not including major thoroughfares)
			250 or fewer					One or more within one block							
Newman	-44%	-35%	163 <i>(current enrollment is</i>	244	Grade 1: 0.86235 Grade 2: 0.9683 Grade 3: 0.83305 Grade 4: 0.9174 Grade 5: 0.9795 Grade 6: 0.93835	0	0	0	Yes	0	0	Increase	Route 1 comes within 0.6 miles of the school	No	None
MW Jackson	-18%	-15%	319 <i>(current enrollment is</i>	382	Grade 1: 0.9851 Grade 2: 0.9516 Grade 3: 0.92485 Grade 4: 0.90745 Grade 5: 0.88415 Grade 6: 0.98195	0	Potential increase	0	Yes	0	0	Increase	Route 1 stops within 0.2 miles of the school	No	None
										0	0				
										0	0				
Wasatch	-33%	-24%	256 <i>(current enrollment is 333)</i>	312	Grade 1: 0.936 Grade 2: 0.8934 Grade 3: 0.95535 Grade 4: 0.9081 Grade 5: 0.75575 Grade 6: 0.9816	0	0	0	Yes	40	2	Increase	Route 1 goes on S Temple, Route 223 does down 3rd Ave	No	None
Bennion	-44%	-26%	116 <i>(current enrollment is</i>	219	Grade 1: 1.16585 Grade 2: 0.78725 Grade 3: 0.8912 Grade 4: 0.83305 Grade 5: 0.97055 Grade 6: 1.0078	70	Potential decrease	2	Yes	20	2	Neutral	Trax and busses run along 400 S	700 East, 400 South	None
Emerson	-17%	-15%	400 <i>(current enrollment is</i>	305	Grade 1: 0.86555 Grade 2: 0.86155 Grade 3: 0.8593 Grade 4: 0.8723 Grade 5: 0.7146 Grade 6: 0.9877	0	Potential increase	0	Yes	104	12	Neutral	Route 220 stops within 0.1 miles of the school	No	None
										52	5				
										40	7 (SpEd)				
Hawthorne	-22%	-18%	298 <i>(current enrollment is</i>	190	Grade 1: 0.969 Grade 2: 1.16845 Grade 3: 0.8505 Grade 4: 1.08595 Grade 5: 0.9717 Grade 6: 0.9541	90	Potential decrease	1	Yes	96	5	Neutral	Route 17 travels 1700 South	700 East	None
										96	5				
										0	0				
Riley	-48%	-32%	144 <i>(current enrollment is</i>	275	Grade 1: 0.92295 Grade 2: 0.98105 Grade 3: 0.87485 Grade 4: 0.9386 Grade 5: 0.85845	0	0		Yes	0	0	Increase	Route 509 stops within 0.1 miles of the school	No	None

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AF
affected geographical areas), environmental
Environmental factors
Environmental factors such as pipelines, high voltage power lines, etc.
No known environmental hazards as per SLC city planner (September 2023)
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	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU
	2. Proximity, con't.		3. Building and learning environment quality												
		State law requires bus transportation for students who live more 1.5 miles from the school in elementary as determined by state formula.	SLCSD has benchmarked the estimated useful life of a building at 60 years as a point of comparison.	Use of technology has increased in all learning spaces. The capacity of the school to meet the power needs of the school is a critical issue. The electrical infrastructure score is based on the build standard for schools: a minimum of 12 outlets/4 circuits per room and a transformer with the capacity to increase electrical service if needed to add outlets or circuits to ensure appropriate capacity for classrooms and the school. A score of 100 would indicate that the school meets the minimum build standard in all classrooms. If a school has 16-20+ classrooms meeting the minimum build standard, it would receive a score of 80; 12-14 classrooms=a score of 60; 11 or fewer=40.			Each building has a unique configuration of classrooms and learning spaces that contribute to the overall capacity. An optimal number of classrooms needed at a school would include at least three classrooms per grade (7 grades x 3 classrooms = 21 classrooms) plus room for music (3 classrooms), advanced academics and mentoring program (AAMP), Resource, art, and perhaps an additional teacher, special-use room (e.g., science or computer lab), or an Early Childhood program. This configuration would necessitate 28 classrooms or more .					Accessibility concerns address issues identified in response to the Americans with Disabilities Act (ADA).			
	Zoning	Walkable proximity of other elementary schools	Useful life	Unique features			Capacity of building and site					Accessibility of the campus	Off-street parking	HVAC systems	
	Zoning laws that have changed traffic patterns around school	Number of schools accessible to this school in a 1.5 mile radius without requiring students to cross a designated major thoroughfare	Year built	Estimated remaining useful life of the building (projection)	Electrical infrastructure (see description above)	Classrooms with no exterior windows	Percentage of classrooms with no exterior windows	Site size (acres)	Building size (square foot)	Student capacity of the building	Total number of spaces designated as classrooms (not including portables)**	Average classroom size (square foot)	Ability of all students to have reasonable and equitable access to a school's campus	Number of off-street parking spots	HVAC condition / expected maintenance over next 5 years
		Greater than two		Less than 25 years	40 or lower		25% or more				27 or fewer		Significant concerns		
Newman	No	2	2001	38	80	0	0%	7.50	67,870	600	29	950	None	49	32% remaining life \$1,042,507
MW Jackson	No	5	1981	18	40	12	40%	5.80	83,776	600	30	887	None	79	26% remaining life \$1,197,755
Wasatch	No	1	1976	13	40	2	7%	4.10	64,715	600	28	950	Significant concerns with the tunnel access to main playground, a barrier preventing students with physical disabilities from equal and timely access to the main playground. Only one spot designated for handicap parking located behind building. All parking is on a steep grade making access difficult.	25	27% remaining life \$1,275,927
Bennion	No	1	1980	17	80	1	4%	4.28	64,181	600	27	900	Concerns shared with access from parking lot to school entrance (distance).	49	30% remaining life \$1,140,140
Emerson	No	3	1978	15	60	16	57%	5.13	66,010	550	28	900	There are some playground accessibility issues that are currently being addressed.	67	34% remaining life \$1,068,101
Hawthorne	No	2	1986	23	40	0	0%	5.55	63,117	550	27	950	None	47	25% remaining life \$1,042,385
Riley	No	2	2000	37	80	0	0%	8.82	70,464	600	29	900	None	92	27% remaining life \$1,912,257

**In a second round of review, rooms were counted based the size of an average classroom. Some numbers may have changed from the "Ranking" sheet.

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AV
An entrance that directs visitors into the office rather than into the school as an additional security measure.
Vestibules
Main school entrance through vestibule directing visitors through the office
No
No
No
No
No
No
No

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	AW	AX	AY	AZ	BA	BB	BC	BD
	3. Building and learning environment quality, con't.					4. Strategic placement of district-wide programs		
			The district Auxiliary Services department estimates the life of equipment based on typical usage. The department projects maintenance requirements and costs in 5- and 10-year increments for each school. The projections are subject to change if emergency work is needed at a site.			The data below relate to the following district programs: Special Education HUB; extended learning program (ELP); and dual language program (DLI).		
	District bus and car access		Financial implications Building condition / scheduled projects / completed upgrades			Special programs		
	Bus loading / unloading information	Car drop off/pick up information	Estimated building maintenance and repair costs over next 5 years	Total estimated building maintenance and repair costs over next 10 years	Significant building improvements since 2000	Past assurances	Quality learning space for the program could be found at an alternative school	Impact on students in the Special Education HUB, DLI, or Magnet programs
						Significant concerns		Significant concerns
Newman	There is not a designated bus loading/unloading zone. Students are loading and unloading on Colorado street by driveway to school.	No concerns with procedure.	\$1,218,406	\$3,341,999	Added solar panels (2022-23)	None	Yes	The PreK program has collaborative Special Education classrooms for PreK3 and PreK4 students.
MW Jackson	There is not a designated bus loading/unloading zone. Students load and unload at the Guadalupe Church on the corner of 300 North and 700 West.	New drop-off procedure in west parking area occurs daily with very few or no concerns.	\$1,698,377	\$2,247,394	Facility expansion (2000)	None	Yes	None
Wasatch	There is not a designated bus loading/unloading zone. Students load and unload on the side of First Avenue on the north side of school.	Students are dropped off and picked up in various locations around the school and in the surrounding neighborhood.	\$1,718,453	\$2,990,832	None	None	Yes	None
Bennion	There is not a designated bus loading / unloading zone. Students load and unload at the corner of 500 South and 800 East.	New drop-off procedure in west parking area occurs daily with very few or no concerns.	\$1,760,640	\$2,368,818	Remodel of some areas (2003)	None	Yes	None
Emerson	Students load and unload on 1000 East (west side). Park strip between busses and sidewalk creates issues in the winter and when un/loading wheelchairs. Currently buses must use the driveway entrance of the parking lot for wheelchair access. Buses occasionally are backed up in traffic.	Harrison is a part-time one-way street (east to west) during the school day; car drop-offs occur daily with very few or no concerns.	\$1,359,273	\$1,736,123	Accessibility improvements (2018-19 / ongoing) Added solar panels (2022-23)	Yes, related to the designation of school as a Special Education program HUB site.	Yes	Special education programs at a HUB school are challenging to move because of the collaborative teaching model in place and past assurances related to the designation of these sites. Busing students in special education programs to different sites could require more routes.
Hawthorne	Students are loading/unloading on the side of Morton Avenue in a spot that allows two buses at a time to park while loading/unloading. Students then walk along sidewalk onto school property and into school.	One pull-in exists on the south side (for about 4-5 cars). Most car drop-offs occur on the west side and the northwest side (through parking lot). East side of school property is not considered a safe car drop-off area.	\$1,742,605	\$2,066,309	Mechanical controls system upgrade completed (2003)	None	Yes	None
Riley	The load/unload location is entering the front of school and driving through parking lot, driving down the side alley on south side of school and unloading along south side of school/playground area.	Parking lot has two perpendicular sections; students need supervision. Traffic east of the Sorenson Center is typically stop-and-go because of traffic and street parking.	\$2,063,616	\$3,235,517	None	None		None