



Park Hill School District

DEMOGRAPHIC PROFILE

& ENROLLMENT PROJECTIONS

SPRING 2026

Prepared by the Business Services Department
of the Park Hill School District





Park Hill School District

Building Successful Futures • Each Student • Every Day

2025-2026 Demographic Profile & Enrollment Projections of the Park Hill School District

March 2026

Park Hill Board of Education

President, Daryl Terwilleger

Vice President, Shereka Barnes

Treasurer, Harrison Todd

Member, Janice Bolin

Member, Scott Monsees

Member, Alexia Norris

Member, Brandy Woodley

Superintendent of Schools, Dr. Michael Kimbrel

Secretary to the Board, Tina Freeman

Prepared by the
Business Services Department of the Park Hill School District
Source Data provided by Business Information Services, LLC

*This document is available for download at
<http://www.parkhill.k12.mo.us/>
District Information - Data and Reports - Demographic Profile*



Park Hill School District

Building Successful Futures • Each Student • Every Day

This Page Left Intentionally Blank

Table of Contents

Executive Summary.....	5
Introduction.....	7
About the 2025-2026 Demographic Profile & Enrollment Projections.....	7
About the Park Hill School District.....	8
District Geography.....	10
District Municipalities.....	11
District Maps.....	13
Regional and Statewide Context.....	21
2024-2025 Statistics of Missouri Public Schools	21
State of Missouri - Public School Enrollment.....	23
Largest School Districts in Missouri (Geographic)	25
Benchmark School Districts.....	26
Park Hill School District Student Enrollment.....	51
Historical Enrollment Data	51
Park Hill School District - Student Enrollment Table by Grade – 50-Year Historical	51
K-12 Student Enrollment – 50-Year Historical	53
K-12 Student Enrollment Growth – 50-Year Historical	53
K-12 Student Enrollment Chart– 25-Year Historical.....	56
Current Enrollment	57
Official Enrollment Count	57
Program Enrollment vs. Resident Enrollment.....	57
Current Enrollment Tables, Charts, and Maps	58
Pre-K-12 Student Program Enrollment (Table).....	60
K-12 Student Program Enrollment (Chart).....	61
Park Hill School District Grade Level Distribution.....	63
Park Hill School District Student Geographic Distribution	65
Park Hill School District Diversity of Current pre-K – 12th Grade Enrollment.....	69
Park Hill School District Change in Diverse Populations	71
Park Hill School District Growth in Free and Reduced Lunch Population*	72
Free and Reduced Lunch Population by School	74
Park Hill School District Mobility Data	75
Student Mobility Rate.....	76
Future Enrollment Projections	78
Introduction – using K-12 Student Enrollment Projections	78
Effective Budgeting and Resource Management	78
Strategic Planning and Program Development	78
Community Engagement and Advocacy	79
Core Data Inputs and Methodological Sources	79
Integration and Application	80
Essential Datasets	81
Historical K-12 Student Enrollment	81
Cohort Survival and Grade Progression Patterns.....	82

Future Kindergarten Cohorts	87
Future School-Aged Children	89
Households and Local Economic Factors.....	91
Future District Growth Trends	95
Projection Model Suite	100
Model 1 — Baseline Cohort Progression Model	100
Model 2 — Demographic-Adjusted Kindergarten Model	101
Model 3 — Population-Responsive Progression Model	102
Model 4 — Integrated Community Dynamics Model	103
Model 5 — Composite Convergence Model	104
Purpose of the Multi-Model Structure	104
Enrollment Projection Model Summary	105
<i>Facility Planning</i>	109
Planning Criteria	109
School Capacity Analysis.....	110
Facility Condition Scores	111
Current Facility Capacity	112

Executive Summary

The 2025–2026 Demographic Profile and Enrollment Projections Report provides a comprehensive analysis of the demographic, enrollment, and community factors influencing the Park Hill School District. The report examines historical enrollment patterns, regional demographic trends, school facility capacity, and long-range enrollment projections in order to support informed decision-making related to facilities, staffing, financial planning, and long-term district growth.

The Park Hill School District currently enrolls approximately 11,470 students in grades K–12 for the 2025–2026 school year. Enrollment has remained relatively stable in recent years following several decades of steady growth. District enrollment increased consistently from the early 1980s through approximately 2019, reaching a peak of over 11,700 students. Since that time, enrollment has largely stabilized in the 11,400–11,700 range, reflecting the district’s transition from a high-growth suburban district to a more mature and established community.

A review of student cohort trends shows that elementary enrollment remains strong, though recent kindergarten classes are slightly smaller than those seen during peak enrollment years. As these cohorts progress through the system, middle school and high school enrollment is expected to remain stable in the near term, with high school enrollment currently among the largest in district history. These cohort patterns suggest that overall district enrollment will likely remain relatively stable in the coming years, rather than returning to the rapid growth experienced in previous decades.

The report also examines regional benchmark comparisons to provide context for Park Hill’s enrollment and demographic characteristics relative to neighboring districts. Compared with other districts in the region, Park Hill maintains moderate enrollment size and stable growth patterns, with demographic characteristics that reflect both suburban stability and increasing diversity. Approximately 38 percent of Park Hill students identify as non-White, placing the district among the more diverse suburban districts in the region while remaining less diverse than several nearby urban districts.

Socioeconomic and student support indicators also provide important context for district planning. Approximately 27 percent of Park Hill students qualify for free or reduced-price lunch, which is significantly lower than many neighboring districts but slightly higher than some suburban peers. The district serves a growing population of multilingual learners, and special education enrollment remains consistent with regional averages. In addition, Park Hill maintains one of the lowest student mobility rates among benchmark districts, indicating a relatively stable residential community.

The report also evaluates facility capacity across elementary, middle, and high schools using district planning standards based on square footage per student. Overall, district facilities remain well balanced relative to current enrollment levels. Elementary schools operate collectively at approximately 90 percent of effective capacity, indicating overall optimal utilization following recent boundary adjustments and the opening of Angeline Washington Elementary School. Middle schools operate within an efficient utilization range, and the district’s high school system operates at approximately 96 percent of effective capacity, indicating that the system remains well balanced with limited facility pressure at this time.

Financial comparisons with benchmark districts indicate that Park Hill maintains a strong local funding base supported by a high property valuation per student, allowing the district to sustain high-quality programs while maintaining a tax rate that remains competitive with neighboring districts. Recent voter-approved measures, including Proposition G and Proposition O, have strengthened the district's ability to support operational needs, facility improvements, and long-term capital planning.

Overall, the findings in this report indicate that the Park Hill School District remains stable, financially sound, and well positioned for the future. Enrollment levels have stabilized following decades of growth, facilities are generally well balanced relative to current student populations, and the community continues to demonstrate strong residential stability and support for its schools. The demographic and enrollment trends outlined in this report will continue to inform long-range planning for facilities, staffing, programming, and financial sustainability as the district prepares for the next phase of community development.

Introduction

About the 2025-2026 Demographic Profile & Enrollment Projections

The 2025–2026 Demographic Profile & Enrollment Projections report provides a comprehensive overview of student enrollment patterns and the demographic characteristics of the Park Hill School District community. The report is designed to inform district stakeholders—including the Board of Education, community members, business leaders, and civic organizations—about the factors influencing student enrollment and the long-term outlook for the district.

This annual report analyzes historical enrollment trends, examines current demographic indicators, and presents enrollment projections to support district planning and decision-making. The information contained in this report assists district leadership in evaluating future facility needs, guiding attendance boundary considerations, and supporting long-range financial and strategic planning.

The analysis presented in this report also supports the Park Hill School District’s Comprehensive School Improvement Plan (CSIP), specifically the district’s Systems Goal, which focuses on optimizing financial and operational resources to support student success. By analyzing enrollment trends and community demographic patterns, this report helps inform planning and budgeting decisions related to staffing, instructional resources, and school facilities across the district.

Strategic Alignment

This report supports the Park Hill School District Comprehensive School Improvement Plan (CSIP) by providing demographic and enrollment data used to guide long-range planning for:

- Staffing
- Instructional Resources
- School Facilities
- District Budgeting

Enrollment data presented in this report is derived from the Park Hill School District’s official student records and historical data maintained by the Missouri Department of Elementary and Secondary Education (DESE). Additional demographic and population data used in this analysis are drawn from the following public data sources:

- United States Census Bureau, including the 2020 Decennial Census
- Missouri Department of Health and Senior Services (birth statistics)
- Missouri Spatial Data Information Service (MSDIS)

Third-party demographic and population projection data used in this report has been compiled and analyzed by Business Information Systems. These datasets incorporate nationally recognized demographic and geospatial analytics platforms, including:

- STI: PopStats demographic projection system developed by Synergos Technologies, Inc.
- Esri demographic and geospatial analytics, including ArcGIS demographic datasets and geodemographic segmentation tools such as the ArcGIS Tapestry system
- Claritas demographic and consumer segmentation datasets, including household and population forecasting tools used for market and community analysis

The report is organized into four primary sections:

- Introduction – Provides context for the report and describes the data sources used in the analysis.
- Student Enrollment – Examines current and historical enrollment trends within the district.
- Supporting Demographic Data – Reviews population trends and community demographic indicators that influence student enrollment.
- Future Enrollment Projections – Presents multiple projection models used to estimate future district enrollment.

By examining both historical patterns and current demographic trends, this report provides a data-driven foundation for understanding enrollment dynamics within the Park Hill School District and supports informed planning for the years ahead. Understanding how population trends, housing development, and demographic changes influence student enrollment allows the district to plan proactively for the future needs of students, staff, and facilities.

About the Park Hill School District

The Park Hill School District (PHSD) is a public school district located in the northwestern Kansas City metropolitan area of Missouri. The district serves students from pre-kindergarten (Pre-K) through grade 12 across a diverse and growing community that includes portions of Kansas City, Riverside, Platte Woods, Weatherby Lake, Houston Lake, Lake Waukomis, and unincorporated areas of Platte County.

Spanning approximately 73 square miles, the district provides educational services to thousands of students each year through a comprehensive network of elementary, middle, and high schools. PHSD operates twelve elementary schools serving grades K–5, four middle schools serving grades 6–8, and two comprehensive high schools serving grades 9–12.

In August 2025, the district opened Angeline Washington Elementary School, expanding elementary capacity to support continued residential growth within the district. The addition of this school represents an important milestone in the district’s long-range facility planning and reflects the district’s commitment to maintaining appropriate learning environments as the community continues to evolve.

In 2020, the district expanded its secondary learning opportunities with the opening of the LEAD Innovation Studio, an innovative high school program designed to provide project-based and experiential learning opportunities for students from both Park Hill High School and Park Hill South High School.

To support student needs across all grade levels, the district also operates several specialized educational facilities and programs. The Russell Jones Education Center provides a day treatment program supporting students with intensive social-emotional and behavioral needs. The Gerner Family Early Education Center (GFEEC) serves the district’s youngest learners and offers early childhood education programs for children ages three through five.

The Gerner Family Early Education Center also houses several early childhood programs that support families across the district. These programs include Early Childhood Special Education,

English Language Learner (ELL) early childhood services, Head Start, and Parents as Teachers (PAT)—a program focused on early childhood development and family engagement.

Beyond its core academic campuses, PHSD operates several district support facilities that contribute to the daily operations of the school system. These include the District Aquatic Center, the Support & Transportation Services facility, and the District Administrative Office.

In addition to its academic offerings, PHSD provides a variety of community-based programs designed to support students and families beyond the traditional school day. These services include Adventure Club, which provides before- and after-school care for elementary students, along with community education programs and preschool opportunities that promote lifelong learning within the Park Hill community.

Through its network of schools, specialized programs, and community partnerships, the Park Hill School District is committed to providing high-quality educational opportunities that support the academic, social, and developmental needs of all students.

District Geography

The Park Hill School District (PHSD) was officially established in 1951 under Missouri's School Reorganization Statute of 1948. Today, the district encompasses approximately 73 square miles in the southern portion of Platte County, Missouri, and is located within the rapidly growing Northland region of the Kansas City metropolitan area.

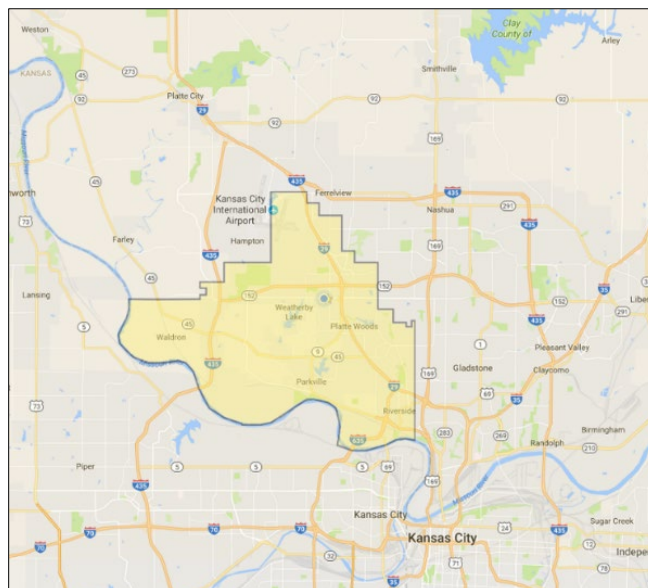
Situated just northwest of downtown Kansas City, the district serves communities that are closely connected to the economic and residential development of the greater metropolitan region. PHSD includes portions of the municipalities of Kansas City, Riverside, Platte Woods, Weatherby Lake, Houston Lake, and Lake Waukomis, along with surrounding unincorporated areas of Platte County.

The district's southern and western boundaries are defined by the Missouri River, which also forms the state boundary between Missouri and Kansas. These natural geographic features help shape the district's development patterns and limit residential expansion along portions of the district's southern edge.

To the north, the district boundary follows a staggered, step-like alignment, beginning near Northwest 76th Street along the Clay County line and extending northward to approximately Northwest 120th Street, the district's northernmost point. Portions of the district boundary extend through the area surrounding Kansas City International Airport (KCI). The airport itself lies primarily within the neighboring Platte County R-3 School District, just north of PHSD.

The district's location within the Kansas City metropolitan area places it near several major transportation corridors, including Interstate 29, Interstate 435, and Missouri Highway 152, which provide convenient regional access and support continued residential development throughout the district's attendance area.

The maps below illustrate the district's geographic context within the State of Missouri and its specific location within the Kansas City metropolitan area.



District Municipalities

Historically, the Park Hill School District was largely rural in character. Over the past several decades, however, the district has evolved into a predominantly suburban community, reflecting the continued residential and commercial growth occurring throughout the Kansas City Northland region.

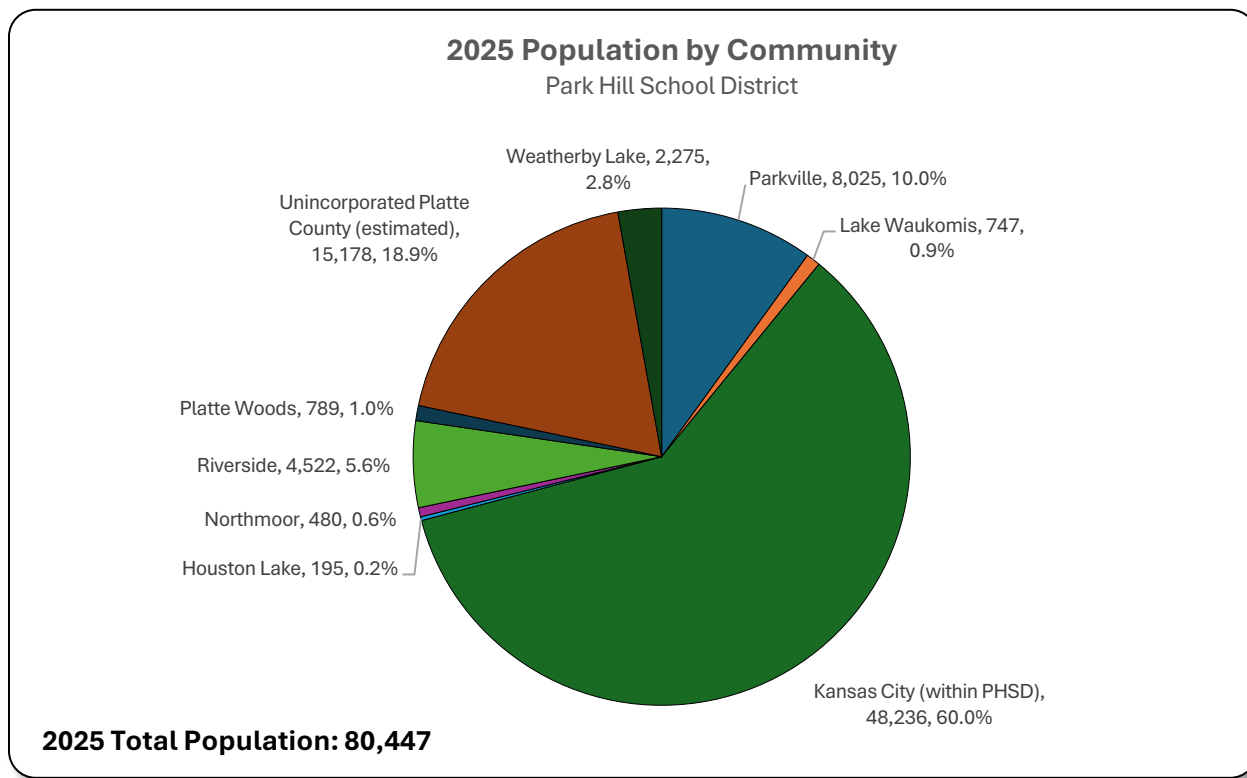
Today, approximately 43 percent of the district's geographic area lies within the city limits of Kansas City, Missouri, while the remainder of the district includes several smaller incorporated municipalities and unincorporated areas of Platte County. In addition to Kansas City, the district serves portions of Parkville, Lake Waukomis, Houston Lake, Northmoor, Riverside, Platte Woods, and Weatherby Lake, as well as nearby unincorporated communities such as Waldron and surrounding areas of Platte County.

Population data from the 2000, 2010, and 2020 U.S. Census illustrate the continued growth of communities located within the Park Hill School District boundaries. Updated population estimates for 2025 and long-range projections for 2035 provide additional insight into the region's expected growth patterns. The table below summarizes population trends for each community located within the district.

Community	2000 Population	2010 Population	2020 Population	Estimated 2025 Population	% Growth 2000-2025	Projected 2035 Population	% Estimated Growth 2025- 2035
Parkville	4,189	5,554	7,117	8,025	+92%	9,928	+24%
Lake Waukomis	918	870	888	747	-19%	862	+15%
Kansas City (within PHSD)	33,270	37,100	45,293	48,236	+45%	59,199	+23%
Houston Lake	284	235	229	195	-31%	245	+26%
Northmoor	399	325	291	480	+20%	598	+25%
Riverside	2,979	2,937	4,013	4,522	+52%	5,821	+29%
Platte Woods	474	385	394	789	+66%	951	+21%
Unincorporated Platte County (estimated)	9,899	13,132	14,002	15,178	+53%	19,207	+27%
Weatherby Lake	1,873	1,723	2,077	2,275	+21%	2,883	+27%
Park Hill School District	54,285	62,261	74,304	80,447	48.2%	99,694	23.9%

Overall, the population residing within the Park Hill School District has increased significantly over the past two decades. Between 2000 and 2025, the district's estimated population grew from 54,285 residents to approximately 80,447 residents, representing an increase of 48.2 percent. This sustained growth reflects the district's proximity to major transportation corridors, employment centers, and continued residential development throughout the Northland region.

While the district includes several smaller municipalities, the majority of the population resides within the Kansas City portion of the district and the surrounding unincorporated areas of Platte County. Together, these areas account for nearly 80 percent of the district's total population.



As shown in the chart, approximately 60 percent of the district's population resides within the Kansas City portion of the district, while an additional 18.9 percent lives within unincorporated areas of Platte County. The remaining population is distributed among the smaller municipalities located throughout the district.

Understanding how population is distributed across these communities provides important context for analyzing housing development, population growth, and future student enrollment patterns within the Park Hill School District.

District Maps

The following pages present a series of maps that illustrate the geographic context, municipal composition, and administrative boundaries of the Park Hill School District. These maps provide additional perspective on the district's location within the Kansas City metropolitan area and help visualize the communities served by the district.

Together, these maps highlight the district's relationship to surrounding school districts, the municipalities located within its boundaries, and other geographic features that influence residential development and student enrollment patterns.

The maps included in this section are described below:

Map of Area School Districts. This map identifies the school districts surrounding the Park Hill School District on both sides of the Missouri–Kansas state line and highlights the district's location within the broader Kansas City metropolitan region.

Map of Park Hill School District Municipalities. This map illustrates the geographic boundaries of the municipalities located within the Park Hill School District, including Houston Lake, Kansas City, Lake Waukomis, Northmoor, Parkville, Platte Woods, Riverside, and Weatherby Lake. Unincorporated areas of Waldron and Platte County located within the district boundaries are also shown.

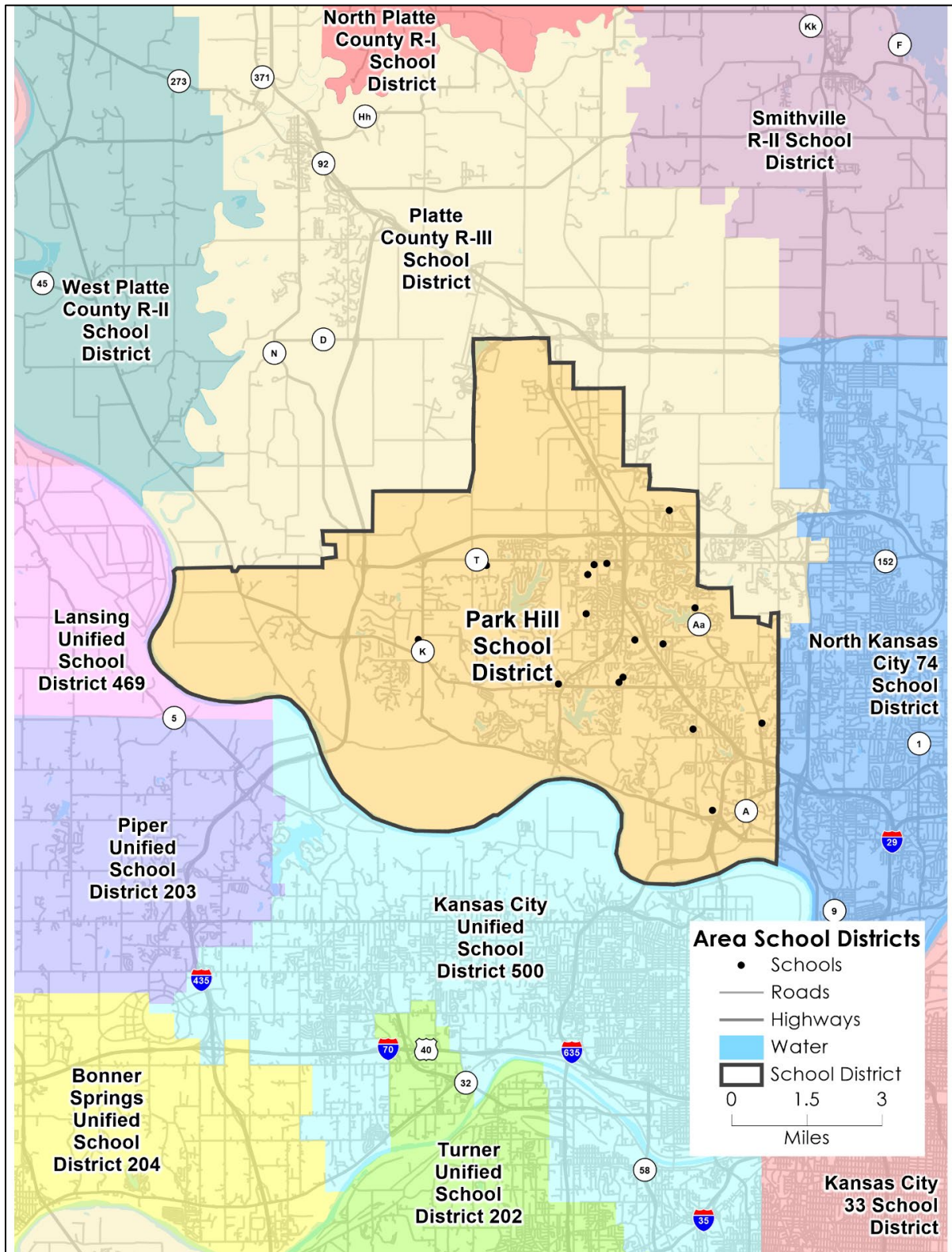
Aerial Overview Map of the Park Hill School District. This map provides an aerial perspective of the district and the surrounding communities. It highlights the relationship between municipal boundaries, transportation corridors, and residential development patterns within the district.

Zip Codes Within Park Hill School District Boundaries. This map overlays United States Postal Service ZIP Code boundaries within the Park Hill School District. ZIP Code information is often used for demographic analysis, housing development tracking, and population data aggregation.

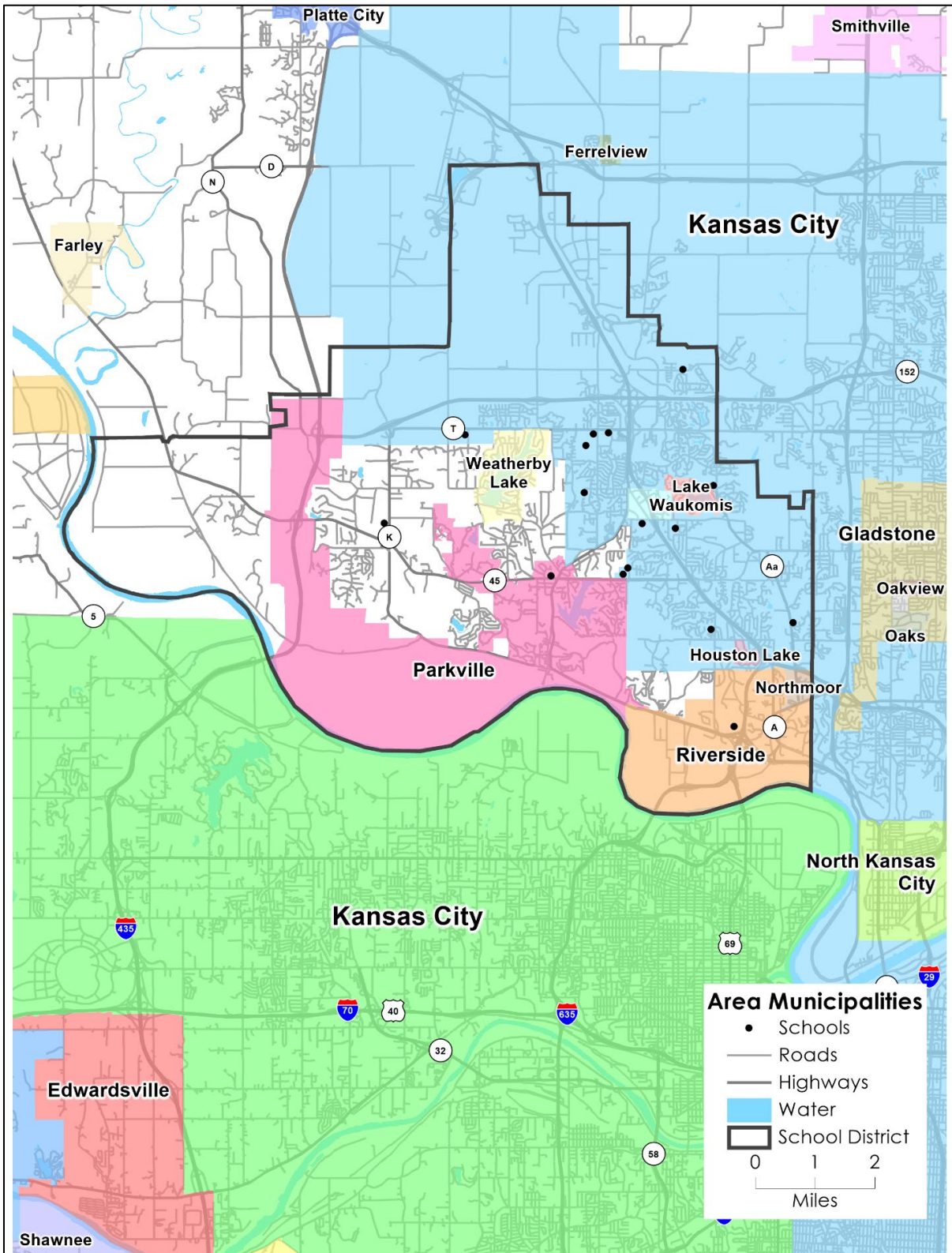
Map of Park Hill School District Boundaries. This map displays the current Park Hill School District attendance boundaries, which were most recently adjusted for the 2025-2026 school year.

Map of Missouri School Districts by County Boundaries. This map provides a statewide view of Missouri school districts by county, illustrating the location of the Park Hill School District within Platte County and the broader state education system.

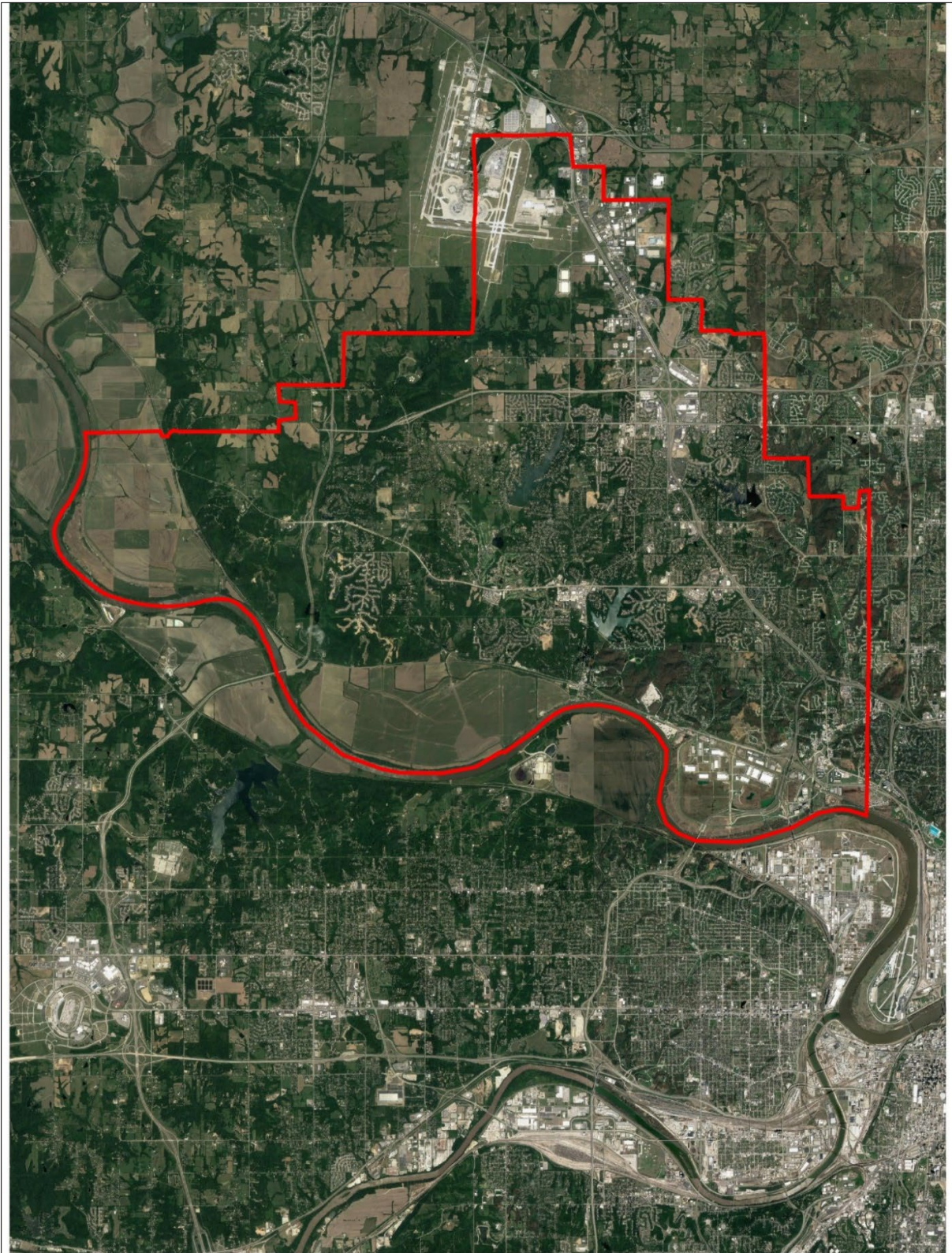
Map of Area School Districts



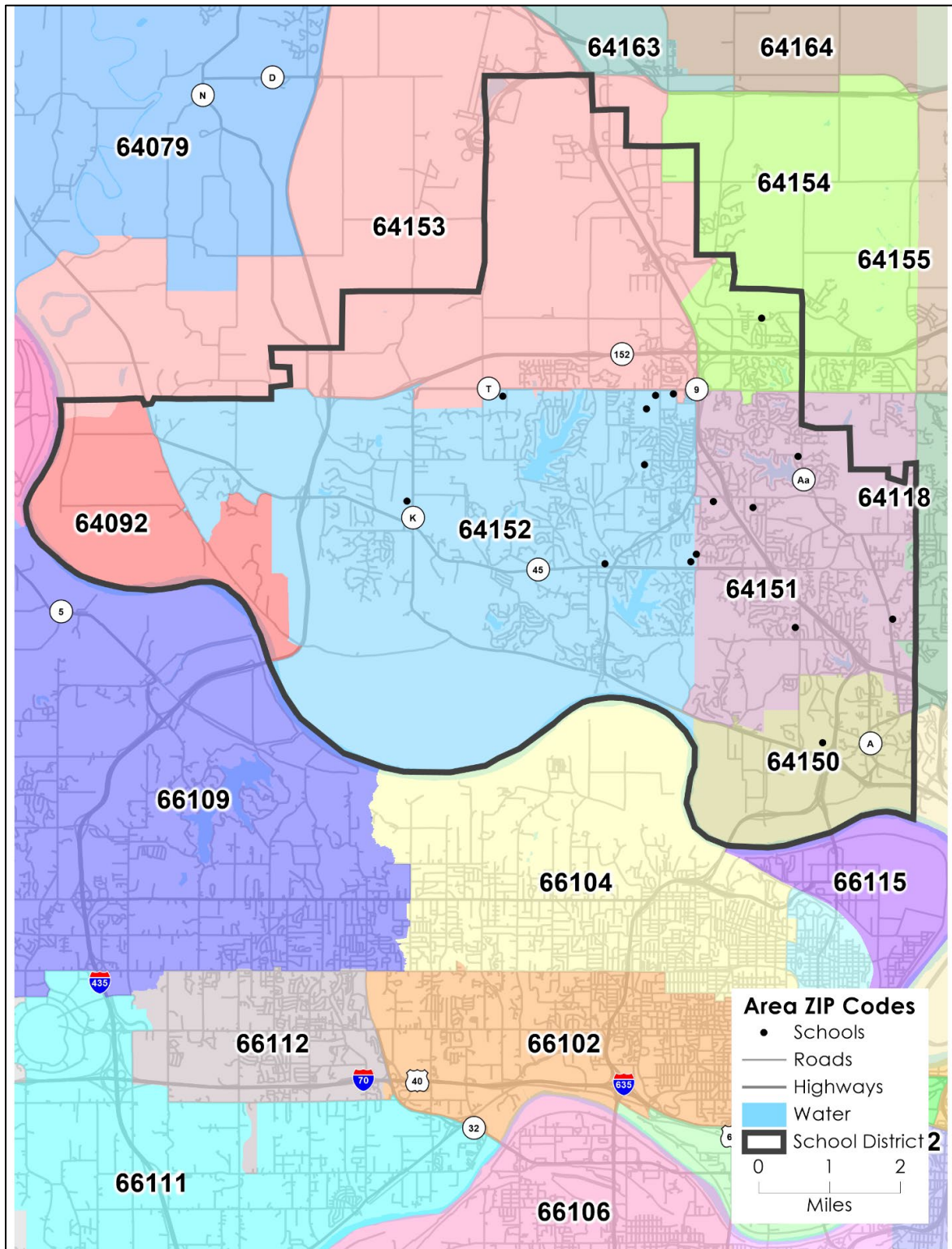
Map of Park Hill School District Municipalities



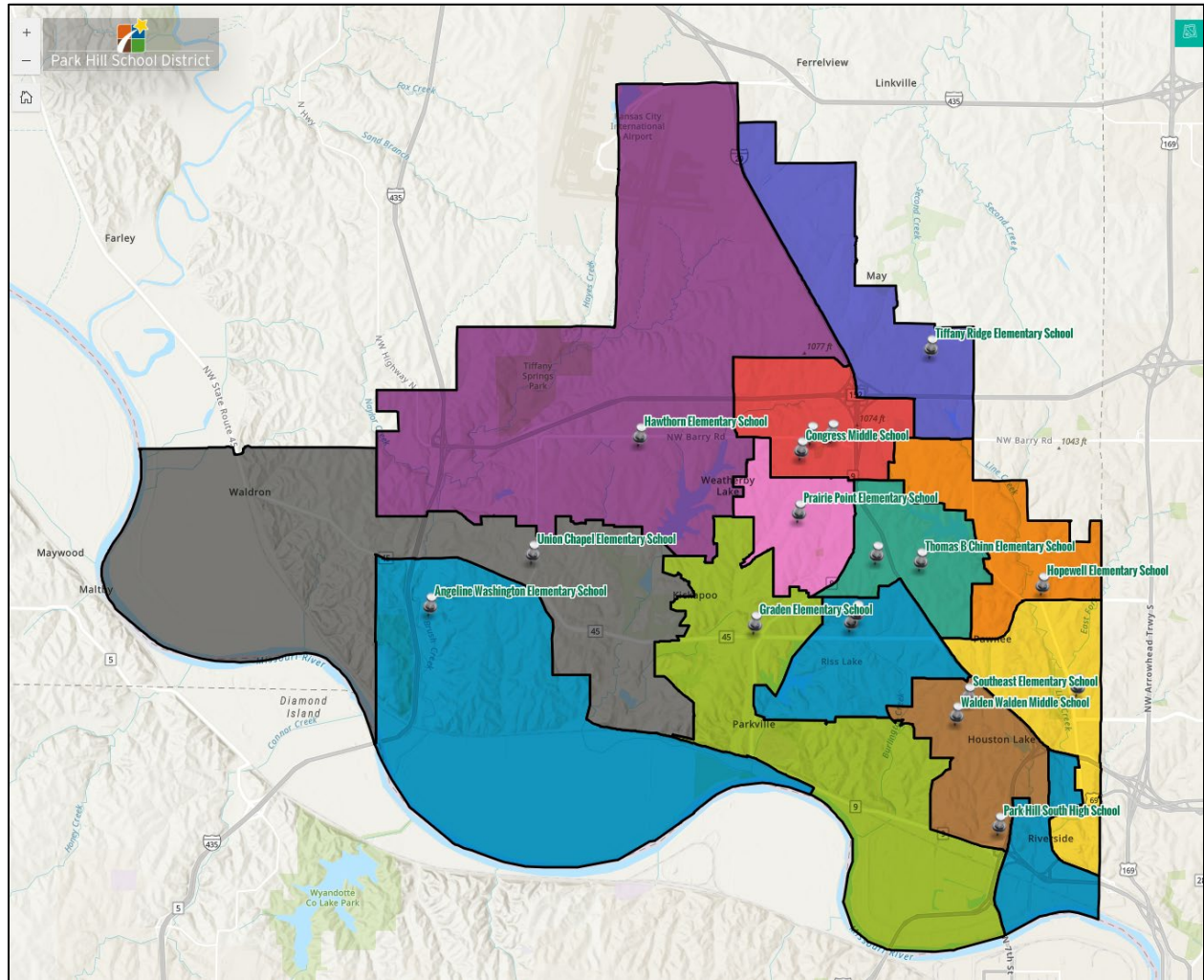
Aerial Overview Map of Park Hill School District



Zip Codes Within Park Hill School District Boundaries



Map of Park Hill School District Boundaries



Map of Missouri School Districts by County Boundaries

The map on the following page illustrates the boundaries of all Missouri public school districts as of the 2023–2024 school year, along with the county boundaries throughout the state. This map is published annually by the Missouri Department of Elementary and Secondary Education (DESE) and provides a statewide view of Missouri’s public school district structure.

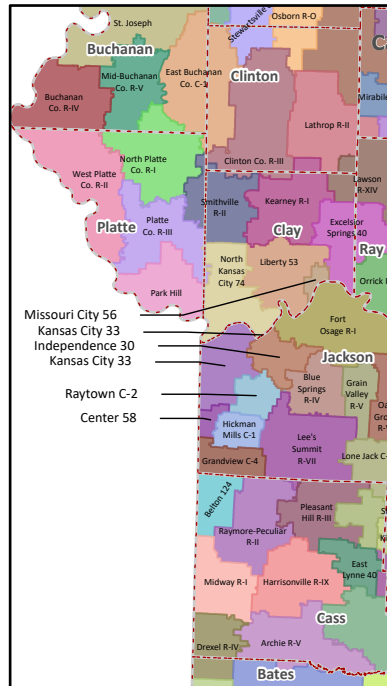
This statewide perspective helps place the Park Hill School District within the broader network of Missouri school districts, highlighting its location within Platte County and the Kansas City metropolitan region. The map also illustrates the relationship between school district boundaries and county boundaries across the state, which is important for understanding regional governance, demographic trends, and comparisons among districts.

The most current version of this map is available through the Missouri Comprehensive Data System (MCDS) maintained by DESE. An interactive version of the map can be accessed through the DESE website.

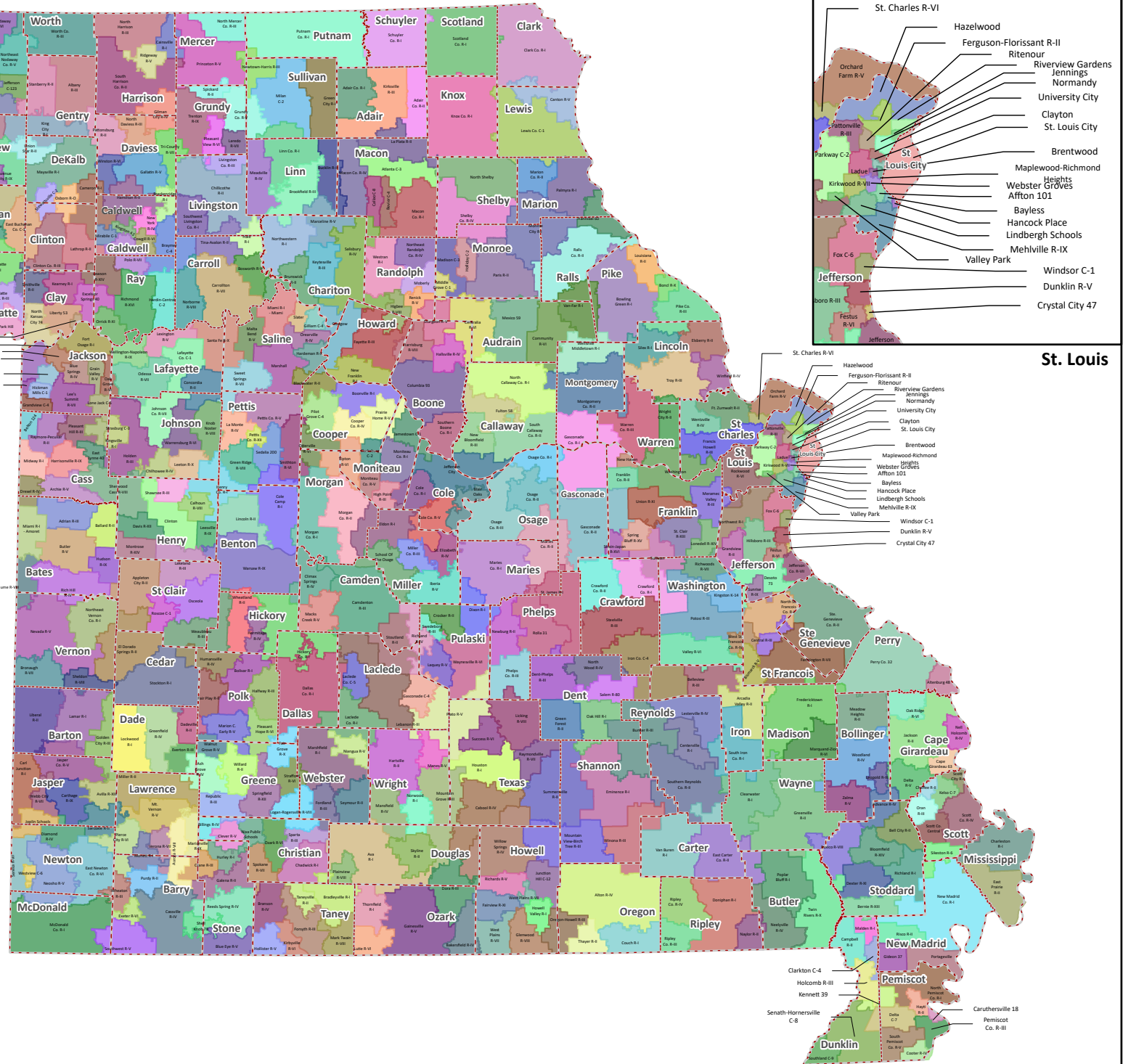
2023-24 Missouri School Districts

District/Boundary

County



Kansas City



St. Louis



Regional and Statewide Context

Understanding student enrollment trends requires examining the broader demographic and educational environment in which the Park Hill School District operates. In addition to analyzing local enrollment patterns, it is important to consider statewide education statistics, regional population characteristics, and comparisons with neighboring school districts that share similar community and economic conditions.

The following section provides a series of comparative data tables and analyses that place the Park Hill School District within the larger context of Missouri public education and the Kansas City metropolitan region. These comparisons include statewide public school statistics, district population and geographic characteristics, benchmark district enrollment trends, demographic indicators, and selected financial measures. Together, these comparisons help illustrate how Park Hill's community characteristics, enrollment patterns, and financial structure compare with similar districts across the region.

The first dataset presented below provides a statewide overview of Missouri public schools, offering context for understanding the size and structure of the state's public education system.

2024-2025 Statistics of Missouri Public Schools

The summary on the following page presents selected statewide statistics for Missouri public schools for the 2024–2025 school year, as compiled and published annually by the Missouri Department of Elementary and Secondary Education (DESE).

This report provides a statewide overview of Missouri's public education system, including information on the number of school districts and buildings, total enrollment, and personnel employed in Missouri public schools. For example, the 2024–2025 report indicates that Missouri public schools served approximately 856,222 students statewide, including 580,175 students in grades K–8 and 276,047 students in grades 9–12.

Because DESE publishes this information after the conclusion of each school year, official statewide statistics for the 2025–2026 school year will not be available until fall 2026. Where noted elsewhere in this report, preliminary or locally maintained data may be used when analyzing the current 2025–2026 school year.

This information is available through the Missouri Comprehensive Data System (MCDS) maintained by DESE and can be accessed at <https://apps.dese.mo.gov/MCDS/home.aspx>



Missouri School Directory

2024-2025 STATISTICS OF MISSOURI PUBLIC SCHOOLS

Administrative and Supervisory Personnel		School Nurse	1,710
Superintendent	527	Diagnostic Speech/Language	451
Assistant Superintendent	340	Audiologist	13
Administrative Assistant	111	Educational Diagnostician	245
Instructional Assistant	32	Occupational Therapist	640
Career Education Administrator	66	Physical Therapist	280
Special Education Administrator	315	Orientation and Mobility Specialist	27
Federal Programs Coordinator	132	School/Home Coordinator	358
Total (duplicated count)	1,523	Voc. Adjustment/Work Experience Coordinator.	2
		Total (duplicated count)	3,726
High School Principal	594	Total Administrative and Supervisory Personnel	18,441
Assistant High School Principal	687	(duplicated count)	
Junior High Principal	44	Classroom Teachers	
Assistant Junior High Principal	40	High School	20,710
Middle School Principal	368	Junior High	1,965
Assistant Middle School Principal	432	Middle School	10,913
Elementary Principal	1,254	Elementary	33,047
Assistant Elementary Principal	600	Early Childhood Education	1,756
Director of Elementary Education	23	Other	3,039
Director of Secondary Education	25	Total Classroom Teachers (duplicated count)	71,432
Total (duplicated count)	4,067	Total Certificated Staff (duplicated count).	89,873
High School Supervisor	137	Number of School Districts	
Junior High Supervisor	6	(Actual as of September 1, 2025)	
Middle School Supervisor	23	Elementary Districts	70
Elementary Supervisor	43	Districts Maintaining High School	449
Career Education Supervisor	4	Total Number of School Districts	519
General Supervisor	306	Charter LEA's	37
Other Supervisor/Coordinator	1,889	State Board Operated Programs	3
Total (duplicated count)	2,408	Missouri Course Access & Virtual Sch	1
High School Librarian	395	Number of School Buildings	
Junior High Librarian	35	(Actual as of September 1, 2025)	
Middle School Librarian	268	High Schools	568
Elementary Librarian	796	Jr. High Schools	50
Instructional Media Technologist	25	Middle Schools	300
Library Supervisor	26	Elementary	1,205
Learning Resource Director	2	Other	170
Instructional Technology Director	98	Charter High Schools	18
Total (duplicated count)	1,645	Charter Middle Schools	15
High School Guidance	1,151	Charter Elementary Schools	45
Junior High Guidance	72	State Board Operated Programs	40
Middle School Guidance	612	Missouri Course Access & Virtual Sch	2
Elementary Guidance	1,355	Fall Enrollment	
Guidance Supervisor	20	(2024-2025)	
Voc. Special Needs Guidance	4	Elementary Schools (Grades K-8)	580,175
Voc. Placement Coordinator	25	Secondary Schools (Grades 9-12)	276,047
School Psychological Examiner	241	Total	856,222
School Psychologist	324		
School Social Worker	607		
Other Pupil Personnel	661		
Total (duplicated count)	5,072		

State of Missouri - Public School Enrollment

According to preliminary data collected by the Missouri Department of Elementary and Secondary Education (DESE) for the 2025–2026 school year, Missouri public schools serve approximately 886,209 students in grades Pre-K through 12 across 559 public school districts and charter local education agencies (LEAs) statewide.

Based on these preliminary figures, the Park Hill School District ranks as the 16th largest public school district in Missouri, with a 2025–2026 preliminary Pre-K–12 enrollment of 11,860 students, including 11,464 students in grades K–12. The district has maintained this position from the previous year, as Park Hill was also ranked as the 16th largest public school district in Missouri during the 2024–2025 school year. This ranking reflects the district's continued position among the largest school systems in the state and within the Kansas City metropolitan region.

Rank	Change from Prior Year	School District	2025-2026 Pre-K-12 Enrollment
1		039141 - SPRINGFIELD R-XII	24,609
2		024093 - NORTH KANSAS CITY 74	21,735
3		096091 - ROCKWOOD R-VI	19,251
4		010093 - COLUMBIA 93	18,370
5		092089 - WENTZVILLE R-IV	17,873
6	▲ +1	048071 - LEE'S SUMMIT R-VII	17,699
7	▼ -1	115115 - ST. LOUIS CITY	17,217
8		092088 - FRANCIS HOWELL R-III	16,901
9		096095 - PARKWAY C-2	16,592
10	▲ +1	096088 - HAZELWOOD	16,473
11	▼ -1	092087 - FORT ZUMWALT SCHOOL DISTRICT	16,365
12		048078 - KANSAS CITY 33	15,099
13		048068 - BLUE SPRINGS R-IV	14,507
14		048077 - INDEPENDENCE 30	13,990
15		024090 - LIBERTY 53	11,901
16		083005 - PARK HILL	11,860
17		011082 - ST. JOSEPH	10,276
18		050012 - FOX C-6	9,956
19		096094 - MEHLVILLE R-IX	9,909
20		096089 - FERGUSON-FLOISSANT R-II	8,781
21		026006 - JEFFERSON CITY	8,322
22		049148 - JOPLIN SCHOOLS	7,793
23	▲ +1	096093 - LINDBERGH SCHOOLS	7,574
24	▼ -1	048073 - RAYTOWN C-2	7,373
25		057003 - TROY R-III	7,015

The table above lists the 25 largest public school districts in Missouri by Pre-K–12 enrollment for the 2025–2026 school year, based on preliminary DESE data.

The largest districts in Missouri are concentrated primarily within the Kansas City and St. Louis metropolitan regions, where population growth and residential development continue to influence enrollment patterns. Park Hill's placement among the state's largest districts reflects the district's role as a major public school system serving the rapidly developing Northland area of the Kansas City metropolitan region.

Largest School Districts in Missouri (Geographic)

With a total geographic area of approximately 73.2 square miles, the Park Hill School District ranks as the 374th largest school district in Missouri by land area. In contrast, the largest geographically sized district in the state is Putnam County R-I, which spans approximately 507 square miles in north-central Missouri near the Missouri-Iowa border.

The table below identifies the largest Missouri school districts by geographic area, highlighting the substantial difference in physical size among school districts across the state. Many of the districts occupying the top positions on this list serve predominantly rural areas, where large geographic boundaries are necessary to serve relatively small and dispersed populations.

Geographic Area (Square Miles)

Rank	District	Area (Sq Miles)
1	086100 - PUTNAM CO. R-I	507.0
2	052096 - KNOX CO. R-I	499.0
3	075087 - ALTON R-IV	493.1
4	023101 - CLARK CO. R-I	492.0
5	111086 - GREENVILLE R-II	482.0
6	072074 - NEW MADRID CO. R-I	469.8
7	099082 - SCOTLAND CO. R-I	435.0
8	060077 - MCDONALD CO. R-I	428.5
9	079077 - PERRY CO. 32	413.8
10	056017 - LEWIS CO. C-1	412.3
11	030093 - DALLAS CO. R-I	378.7
12	082100 - BOWLING GREEN R-I	374.8
13	037039 - GASCONADE CO. R-I	370.6
14	008107 - WARSAW R-IX	362.0
15	108142 - NEVADA R-V	359.2
16	034124 - AVA R-I	358.0
17	037037 - GASCONADE CO. R-II	356.8
18	107153 - SUMMERSVILLE R-II	355.9
19	041002 - SOUTH HARRISON CO. R-II	350.1
20	095059 - STE. GENEVIEVE CO. R-II	347.9
21	062072 - FREDERICKTOWN R-I	345.3
22	077102 - GAINESVILLE R-V	340.6
23	101107 - EMINENCE R-I	338.5
24	090076 - SOUTHERN REYNOLDS CO. R-II	335.0
25	015002 - CAMDENTON R-III	334.1
...		
374	083005 - PARK HILL	73.2

Although Park Hill ranks relatively low in geographic size compared to many rural districts, the district serves a substantially larger student population within a much smaller geographic footprint. As a result, the student population density within the Park Hill School District is significantly higher than that of most rural Missouri districts, where schools often serve smaller student populations spread across very large geographic areas.

This contrast illustrates an important difference in the structure of Missouri school districts. Rural districts tend to encompass large land areas with relatively low student density, while suburban districts such as Park Hill serve higher concentrations of students within smaller geographic boundaries. The district's location within the Kansas City metropolitan area contributes to this higher concentration of students and reflects the suburban development patterns that characterize the Northland region.

Understanding these geographic differences provides useful context when comparing school district size, transportation needs, facility planning, and enrollment trends across Missouri.

Benchmark School Districts

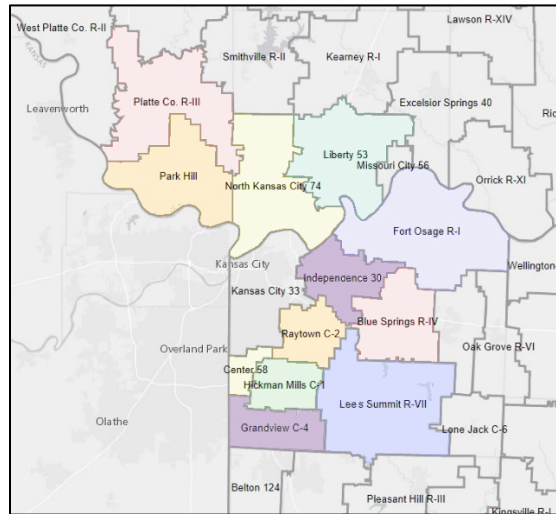
To provide additional context for evaluating district performance and demographic trends, the Park Hill School District regularly compares key data indicators with a group of benchmark school districts located within the Kansas City metropolitan region. These districts share similar suburban characteristics and operate within comparable economic and demographic environments.

Benchmark comparisons help district leadership evaluate trends across several operational areas, including student achievement, enrollment patterns, staffing levels, employee compensation, tax rates, and other financial indicators. By comparing Park Hill's data with peer districts serving similar communities, the district can better understand regional trends and identify areas of strength and opportunity.

The benchmark districts used in this report consist primarily of suburban public-school systems located within the Kansas City metropolitan area. These districts are commonly used for comparative analysis across several district departments, including Academic Services, Human Resources, and Business Services.

Much of the data used in these comparisons is collected and published by the Missouri Department of Elementary and Secondary Education (DESE) and the U.S. Census Bureau.

The map below illustrates the geographic location of the benchmark school districts within the Kansas City region.



The benchmark school districts included in this analysis are:

- | | |
|-------------------------------|------------------------------|
| 024090 – Liberty 53 | 048073 – Raytown C-2 |
| 024093 – North Kansas City 74 | 048074 – Grandview C-4 |
| 048066 – Fort Osage R-I | 048077 – Independence 30 |
| 048068 – Blue Springs R-IV | 048080 – Center 58 |
| 048071 – Lee's Summit R-VII | 083003 – Platte County R-III |
| 048072 – Hickman Mills C-1 | 083005 – Park Hill |

These benchmark districts provide a regional comparison group that reflects similar suburban growth patterns, housing development trends, and student demographics within the Kansas City metropolitan area.

Benchmark Demographic Data – 2025-2026 Preliminary K-12 Enrollment

The Park Hill School District encompasses approximately 73.2 square miles in the southern portion of Platte County, Missouri, serving communities within the Kansas City metropolitan area. For the 2025–2026 school year, preliminary data reported by the Missouri Department of Elementary and Secondary Education (DESE) indicates that the district serves 11,464 students in grades K–12.

To provide additional regional context, the table below compares the geographic size and K–12 enrollment of Park Hill with other suburban school districts in the Kansas City metropolitan area. These districts are frequently used by Park Hill for benchmarking purposes due to their similar suburban characteristics and comparable operating environments.

District	Area (Square Miles)	2025-2026 K-12 Enrollment (preliminary DESE values)
024090 - LIBERTY 53	82.6 sq miles	11,643
024093 - NORTH KANSAS CITY	87.4 sq miles	20,754
048066 - FORT OSAGE R-I	118.4 sq miles	4,537
048068 - BLUE SPRINGS R-IV	56.6 sq miles	14,312
048071 - LEE'S SUMMIT R-VII	116.4 sq miles	17,203
048072 - HICKMAN MILLS C-1	30.4 sq miles	4,836
048073 - RAYTOWN C-2	32.1 sq miles	7,131
048074 - GRANDVIEW C-4	38.2 sq miles	3,440
048077 - INDEPENDENCE 30	42.7 sq miles	13,289
048080 - CENTER 58	11.6 sq miles	2,215
083003 - PLATTE CO. R-III	99.4 sq miles	4,214
083005 - PARK HILL	73.2 sq miles	11,464

The comparison highlights several important observations about the Park Hill School District relative to its regional peers.

Regional Enrollment Context. Among the benchmark districts, North Kansas City School District serves the largest student population, with more than 20,700 students, making it nearly twice the size of Park Hill in terms of enrollment. Other large suburban districts in the region include Lee’s Summit R-VII and Blue Springs R-IV, both of which serve substantially larger student populations than Park Hill.

Despite this, Park Hill’s enrollment is comparable to several peer districts such as Liberty 53 and Independence 30, positioning the district among the mid-to-large suburban school systems in the Kansas City metropolitan region.

Geographic Area and Student Density. While many benchmark districts cover geographic areas similar to or larger than Park Hill, their enrollment levels vary significantly. For example, Platte County R-III and Fort Osage R-I both serve fewer than half the number of students enrolled in Park Hill despite covering larger geographic areas.

These differences highlight an important characteristic of the Park Hill School District: a relatively high concentration of students within a moderate geographic footprint. The district's location within the rapidly developing Kansas City Northland contributes to this higher student density compared to districts that serve more rural or less densely developed communities.

Comparison with Smaller Districts. Several benchmark districts—including Raytown C-2, Hickman Mills C-1, Grandview C-4, and Center 58—serve significantly smaller student populations than Park Hill, even though some of these districts are located within the same metropolitan area. These differences reflect varying development patterns, housing density, and demographic characteristics across the Kansas City region.

Overall, these benchmark comparisons illustrate that while Park Hill is not the largest district geographically or by enrollment, it represents a substantial suburban school system serving a concentrated and growing population within the Kansas City metropolitan area.

Benchmark Demographic Data – K-12 Enrollment Diversity

Student demographic data provides important insight into the changing composition of school districts and the communities they serve. The following table compares the racial and ethnic composition of K–12 student enrollment among the benchmark school districts used throughout this report.

The data shown below is compiled from enrollment information reported annually by school districts to the Missouri Department of Elementary and Secondary Education (DESE) for the 2024–2025 school year. Final statewide enrollment demographic data for the 2025–2026 school year will become available from DESE following the completion of the current school year.

District	K-12 Enrollment	% Asian Enrollment	% Black Enrollment	% Hispanic Enrollment	% Indian Enrollment	% Multiracial Enrollment	% Pacific Islander Enrollment	% White Enrollment	% Non White Enrollment
024090 - LIBERTY 53	11,846	2.7%	6.3%	9.4%	0.2%	7.6%	0.2%	73.6%	26.4%
024093 - NORTH KANSAS CITY	20,915	3.7%	17.7%	16.2%	0.2%	11.7%	1.5%	49.1%	50.9%
048066 - FORT OSAGE R-I	4,589	0.4%	9.2%	13.9%	0.4%	8.5%	1.7%	66.0%	34.0%
048068 - BLUE SPRINGS R-IV	14,464	2.1%	13.3%	11.2%	0.4%	7.9%	0.4%	64.8%	35.2%
048071 - LEE'S SUMMIT R-VII	17,373	2.1%	14.3%	9.7%	0.1%	9.2%	0.2%	64.3%	35.7%
048072 - HICKMAN MILLS C-1	4,706	2.3%	59.7%	20.3%	0.3%	7.3%	0.4%	9.7%	90.3%
048073 - RAYTOWN C-2	7,423	0.7%	50.0%	17.9%	0.3%	10.2%	0.6%	20.2%	79.8%
048074 - GRANDVIEW C-4	3,527	0.5%	42.8%	33.7%	0.1%	8.2%	0.3%	14.5%	85.5%
048077 - INDEPENDENCE 30	13,734	0.7%	15.8%	26.9%	0.4%	9.9%	1.0%	45.3%	54.7%
048080 - CENTER 58	2,220	0.5%	59.8%	13.6%	0.0%	9.5%	0.0%	16.2%	83.8%
083003 - PLATTE CO. R-III	4,321	3.4%	11.6%	10.3%	0.9%	3.3%	0.9%	69.7%	30.3%
083005 - PARK HILL	11,603	3.0%	14.4%	12.2%	0.4%	6.5%	1.7%	61.8%	38.2%

Regional Diversity Patterns. The Kansas City metropolitan area includes school districts with a wide range of student demographic compositions. Several districts located closer to the urban core—including Hickman Mills C-1, Center 58, Grandview C-4, and Raytown C-2—serve student populations where non-white enrollment exceeds 75 percent, reflecting the demographic diversity of the communities they serve.

In contrast, suburban districts located farther from the metropolitan core—including Liberty 53, Blue Springs R-IV, and Platte County R-III—generally report higher percentages of white student enrollment and lower levels of racial and ethnic diversity.

Park Hill Enrollment Diversity. Within this regional context, the Park Hill School District reflects a moderately diverse suburban student population. For the 2024–2025 school year, approximately 61.8 percent of Park Hill students identify as White, while 38.2 percent of students identify as non-White.

Among non-White student groups in Park Hill:

- Hispanic students represent approximately 12.2 percent of enrollment,
- Black students represent approximately 14.4 percent,
- Asian students represent approximately 3.0 percent, and
- Multiracial students represent approximately 6.5 percent.

These figures place Park Hill near the middle of the benchmark districts in terms of racial and ethnic diversity, reflecting the district’s location within a rapidly growing suburban region of the Kansas City metropolitan area.

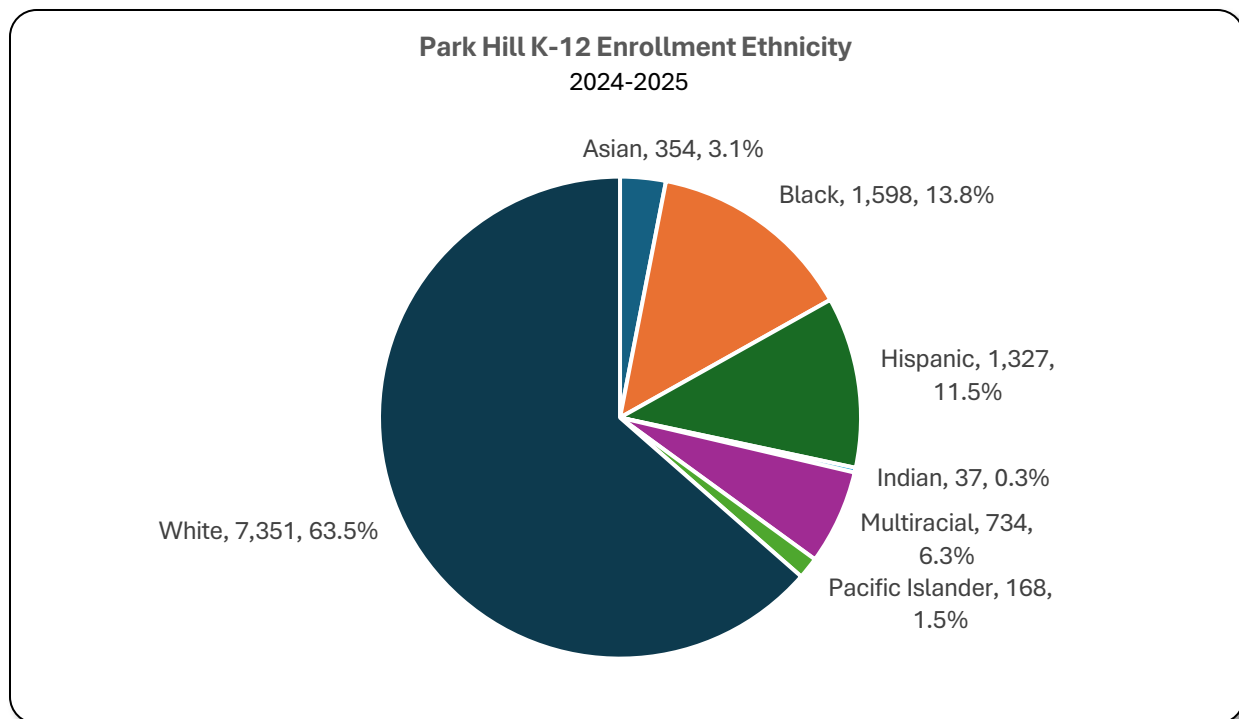
Interpreting Demographic Trends. Understanding student demographic composition is an important component of district planning. Changes in student demographics may influence instructional programming, student support services, language services, and long-term enrollment trends. Monitoring these patterns also helps the district understand how community population changes are reflected in student enrollment over time.

Park Hill School District’s Diversity Profile

During the 2024–2025 school year, the Park Hill School District served 11,603 students in grades K–12. As the district and surrounding communities continue to grow, the student population has become increasingly diverse. Currently, approximately 38 percent of Park Hill students identify as non-White, reflecting the changing demographic composition of the Kansas City Northland region.

Compared with several suburban benchmark districts in the Kansas City metropolitan area, Park Hill serves a moderately diverse student population. The district’s level of diversity is greater than that of some suburban peers such as Liberty 53 and Platte County R-III, while remaining lower than districts located closer to the urban core—including North Kansas City, Raytown, and Hickman Mills—where student populations reflect higher concentrations of racial and ethnic diversity.

The chart below illustrates the distribution of student enrollment by race and ethnicity for the 2024–2025 school year.



White students represent the largest share of enrollment in Park Hill, accounting for approximately 61.8 percent of the district’s K–12 student population. Among non-White student groups, Black and Hispanic students represent the largest segments, followed by students identifying as Multiracial, Asian, and Pacific Islander. These patterns are generally consistent with demographic trends observed across many suburban districts in the Kansas City metropolitan region.

Comparative Analysis of Regional Diversity Trends

When comparing Park Hill with other benchmark districts in the Kansas City metropolitan area, several important demographic patterns emerge.

Overall Diversity. Park Hill’s non-White enrollment of approximately 38 percent places the district near the middle of the regional benchmark group. This proportion is higher than several suburban districts such as Liberty 53, Blue Springs R-IV, and Platte County R-III, but remains lower than districts located closer to the metropolitan core, including North Kansas City, Raytown, Grandview, and Hickman Mills, where non-White student populations exceed half of total enrollment.

Black Student Enrollment. Black students represent one of the largest non-White student groups in Park Hill. The district’s percentage of Black enrollment is higher than that of Liberty and Platte County, but remains significantly lower than districts such as Hickman Mills, Raytown, and Grandview, where Black students represent a much larger share of enrollment.

Hispanic Student Enrollment. Hispanic enrollment in Park Hill has grown steadily in recent years and now represents one of the district’s largest demographic groups. The district’s Hispanic enrollment percentage is comparable to or slightly higher than several suburban peer districts,

though still below districts such as North Kansas City, Raytown, and Independence, where Hispanic enrollment represents a larger share of the student population.

Asian and Multiracial Student Enrollment. Park Hill’s Asian student population is similar to that of several suburban benchmark districts, including North Kansas City and Platte County. The district also serves a growing Multiracial student population, reflecting broader demographic trends observed across suburban communities throughout the Kansas City region.

Benchmark Demographic Data – K-12 Enrollment Other Demographic Indicators

Student demographic indicators provide important context for understanding the needs of students served by each district. The table below compares several key indicators among the benchmark school districts used throughout this report. These measures include Free and Reduced Lunch eligibility, English Language Learner (ELL) enrollment, Individualized Education Program (IEP) incidence rates, and student mobility rates.

Together, these indicators help illustrate differences in socioeconomic conditions, language support needs, special education services, and student stability across districts in the Kansas City metropolitan area. Understanding these factors helps inform instructional planning, staffing decisions, and the allocation of district resources.

The data presented below reflects 2024–2025 school year data reported to the Missouri Department of Elementary and Secondary Education (DESE).

District	Free/Reduced Lunch %	% ELL LEP Enrollment	IEP Incidence Rate	Mobility Rate
024090 - LIBERTY 53	23.07%	2.1%	12.7%	12.6%
024093 - NORTH KANSAS CITY	49.06%	9.4%	13.0%	19.2%
048066 - FORT OSAGE R-I	53.11%	2.0%	12.8%	15.3%
048068 - BLUE SPRINGS R-IV	28.86%	1.5%	11.8%	14.6%
048071 - LEE'S SUMMIT R-VII	23.85%	2.7%	10.3%	13.1%
048072 - HICKMAN MILLS C-1	99.90%	12.6%	17.6%	34.3%
048073 - RAYTOWN C-2	63.29%	8.8%	18.2%	24.5%
048074 - GRANDVIEW C-4	53.65%	16.8%	12.0%	24.4%
048077 - INDEPENDENCE 30	71.22%	10.5%	11.8%	31.1%
048080 - CENTER 58	68.59%	6.3%	14.4%	25.2%
083003 - PLATTE CO. R-III	23.59%	2.6%	9.6%	15.8%
083005 - PARK HILL	27.40%	7.4%	10.3%	13.8%

Key Observations for the Park Hill School District

Socioeconomic Indicators. Park Hill's Free and Reduced Lunch eligibility rate is lower than many districts located closer to the urban core of Kansas City, including Hickman Mills, Grandview, Raytown, and North Kansas City. This suggests that Park Hill serves a smaller proportion of economically disadvantaged students compared to many neighboring districts.

At the same time, Park Hill's rate is slightly higher than that of some suburban peers such as Liberty 53 and Platte County R-III, indicating that while the district generally serves a more economically stable population, a meaningful portion of students still qualify for additional economic support services.

English Language Learner (ELL) Enrollment. Park Hill serves a moderate and growing population of multilingual learners. The district's ELL enrollment percentage is higher than that of several suburban benchmark districts, including Liberty, Lee's Summit, and Platte County, though it remains below districts such as North Kansas City, Grandview, and Hickman Mills, where language diversity is more pronounced.

This level of enrollment indicates the importance of continued investment in language acquisition programs and support services to meet the needs of multilingual students and families.

Special Education Needs. Park Hill's IEP incidence rate is generally consistent with regional averages among benchmark districts. The district's rate is similar to those observed in districts such as Lee's Summit and Platte County, and somewhat lower than districts including North Kansas City and Fort Osage.

These figures suggest that while Park Hill serves a substantial number of students requiring special education services, the district does not experience unusually high concentrations of special education enrollment relative to its regional peers.

Student Mobility. The student mobility rate measures the percentage of students who enroll in or withdraw from a district during the school year. Park Hill reports one of the lower mobility rates among benchmark districts, indicating that most students remain enrolled in the district for the duration of the school year.

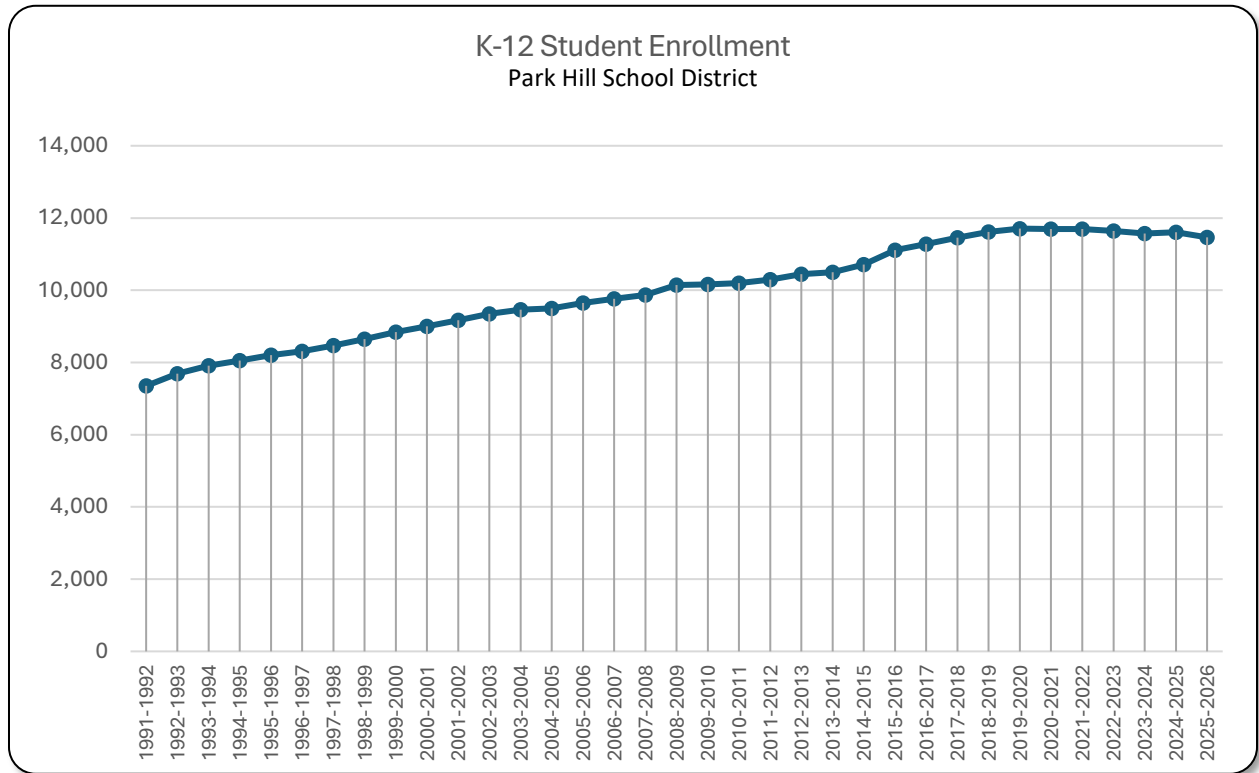
In contrast, districts such as Hickman Mills, Independence, and Center experience significantly higher mobility rates, which can present additional challenges related to instructional continuity, student support services, and academic performance.

A lower mobility rate in Park Hill suggests a relatively stable student population, which supports continuity in instruction and contributes to a more consistent educational environment for students.

Benchmark Demographic Data – K-12 Enrollment & Enrollment Growth

The Park Hill School District has experienced consistent enrollment growth over the past several decades, reflecting the continued residential development and population expansion occurring throughout the Kansas City Northland. Over time, the district has transitioned from a period of rapid enrollment growth to a more recent period of stabilization, where enrollment levels have remained relatively steady.

The chart below illustrates the historical K–12 enrollment trends for the Park Hill School District.



Long-Term Enrollment Growth (1990s–2018). From the early 1990s through the late 2010s, the district experienced steady and sustained enrollment growth. During this period, the Park Hill School District added several thousand students as residential development expanded throughout southern Platte County and surrounding communities.

Enrollment surpassed 10,000 students during the 2009–2010 school year, marking a significant milestone in the district’s growth. Continued housing development and strong demand for suburban housing in the Northland contributed to additional enrollment increases throughout the following decade.

Enrollment Stabilization in Recent Years. Beginning around the 2018–2019 school year, the district’s enrollment growth began to stabilize. Since that time, total K–12 enrollment has remained generally consistent at just under 12,000 students, with only modest year-to-year fluctuations.

The district reached its peak enrollment during the 2019–2020 school year, when total K–12 enrollment reached approximately 11,707 students. In the years since, enrollment has remained relatively stable, with the 2024–2025 school year reporting approximately 11,603 students.

Interpreting Recent Enrollment Patterns. The recent stabilization in enrollment does not necessarily indicate declining enrollment. Instead, it reflects a natural transition following several decades of strong growth. Factors influencing this stabilization may include:

- slower rates of new housing development in some areas of the district
- changing household demographics and family size
- regional birth rate trends
- migration patterns within the Kansas City metropolitan area

Monitoring these trends remains an important part of the district's long-range planning, particularly as new residential development continues to occur in portions of the district and surrounding communities.

This table provides values for K-12 enrollment and enrollment growth of benchmark school districts.

District	2000-2001	2005-2006	2010-2011	2015-2016	2020-2021	2025-2026	25 Year Growth	20 Year Growth	15 Year Growth	10 Year Growth	5 Year Growth	5 Year Growth %	10 Year Growth %
024090 - LIBERTY 53	6,793	8,463	10,683	12,009	12,563	11,643	4,850	3,180	960	-366	-920	-7.32%	-3.05%
024093 - NORTH KANSAS CITY	16,768	17,369	18,530	19,380	20,255	20,754	3,986	3,385	2,224	1,374	499	2.46%	7.09%
048066 - FORT OSAGE R-I	4,846	4,877	4,742	4,969	4,748	4,537	-309	-340	-205	-432	-211	-4.44%	-8.69%
048068 - BLUE SPRINGS R-IV	12,564	13,339	13,904	14,101	14,537	14,312	1,748	973	408	211	-225	-1.55%	1.50%
048071 - LEE'S SUMMIT R-VII	14,185	16,458	17,524	17,739	17,503	17,203	3,018	745	-321	-536	-300	-1.71%	-3.02%
048072 - HICKMAN MILLS C-1	7,351	6,920	6,131	5,807	4,796	4,836	-2,515	-2,084	-1,295	-971	40	0.83%	-16.72%
048073 - RAYTOWN C-2	8,393	8,765	8,537	8,979	7,829	7,131	-1262	-1634	-1406	-1848	-698	-8.92%	-20.58%
048074 - GRANDVIEW C-4	4,228	4,120	3,737	4,257	3,636	3,440	-788	-680	-297	-817	-196	-5.39%	-19.19%
048077 - INDEPENDENCE 30	11,179	10,935	13,671	14,244	13,765	13,289	2,110	2,354	-382	-955	-476	-3.46%	-6.70%
048080 - CENTER 58	2,649	2,424	2,282	2,489	2,415	2,215	-434	-209	-67	-274	-200	-8.28%	-11.01%
083003 - PLATTE CO. R-III	2,066	2,721	3,547	3,960	4,205	4,214	2,148	1,493	667	254	9	0.21%	6.41%
083005 - PARK HILL	9,004	9,648	10,198	11,111	11,692	11,464	2,460	1,816	1,266	353	-228	-1.95%	3.18%

The table above compares long-term K–12 enrollment trends among the benchmark school districts used throughout this report. The data includes enrollment totals from 2000–2001 through 2025–2026, along with calculated growth over multiple time periods. Examining these trends provides useful context for understanding how the Park Hill School District’s enrollment patterns compare with other suburban districts in the Kansas City metropolitan region.

Long-Term Growth Patterns. Over the past 25 years, many suburban districts in the Kansas City region experienced enrollment growth driven largely by housing development, population growth, and suburban expansion. During this period, the Park Hill School District increased enrollment from 9,004 students in 2000–2001 to 11,464 students in 2025–2026, representing a total increase of 2,460 students.

This growth places Park Hill among the districts that experienced moderate long-term enrollment expansion, though the rate of growth has been somewhat lower than several neighboring districts that experienced rapid residential development during the same period.

Rapid Growth Districts. Several benchmark districts have experienced particularly strong enrollment growth over the past two decades. Liberty 53 recorded the largest increase among the benchmark districts, adding approximately 4,850 students since 2000, reflecting substantial residential development in northern Clay County.

Similarly, North Kansas City School District grew by nearly 4,000 students during this time, continuing its role as one of the largest districts in the Kansas City metropolitan region.

Lee’s Summit R-VII and Independence 30 also experienced notable enrollment increases during the early and mid-2000s, though growth in these districts has slowed in more recent years.

Moderate Growth Districts. Park Hill’s growth pattern is most comparable to districts such as Blue Springs R-IV and Platte County R-III, which have also experienced steady but moderate enrollment increases over the past two decades. These districts serve suburban communities where development has continued but at a more gradual pace compared with rapidly expanding areas.

Park Hill’s growth reflects the district’s development as an established suburban community, where much of the major residential expansion occurred during earlier decades and recent growth has become more incremental.

Districts Experiencing Enrollment Decline. Several benchmark districts have experienced declining enrollment over the same 25-year period, particularly districts located closer to the urban core of the Kansas City metropolitan area. Districts such as Raytown C-2, Grandview C-4, Hickman Mills C-1, and Center 58 have seen long-term enrollment decreases, reflecting broader population shifts within the metropolitan area.

These trends are often associated with aging housing stock, population migration toward suburban communities, and declining birth rates within some urban neighborhoods.

Interpreting Park Hill’s Growth Trend. Overall, the Park Hill School District’s enrollment trend reflects the characteristics of a mature suburban district. After several decades of steady growth, the district’s enrollment has stabilized in recent years, suggesting that the pace of residential development within the district has slowed compared to earlier periods.

While Park Hill has not experienced the rapid expansion seen in districts such as Liberty or North Kansas City, it has also avoided the enrollment declines observed in several urban districts, maintaining a relatively stable student population.

Monitoring these regional trends remains important as the district evaluates future enrollment projections, housing development patterns, and long-term facility planning needs.

Benchmark Population Data

This table provides values for various population data of benchmark school districts.

School District	2025 Total Population (estimate)	2025 Estimated Percent Population 17 years old or younger	2025-2026 K-12 School Enrollment	2025 Estimated School-Age Population	Est 2025 Percentage of School-Age Children Living in the District Who Attend District Schools
024090 - LIBERTY 53	66,604	24.0%	11,643	12,539	92.9%
024093 - NORTH KANSAS CITY	147,292	22.5%	20,754	23,944	86.7%
048066 - FORT OSAGE R-I	25,916	23.7%	4,537	4,695	96.6%
048068 - BLUE SPRINGS R-IV	87,507	22.3%	14,312	14,799	96.7%
048071 - LEE'S SUMMIT R-VII	110,877	22.4%	17,203	18,951	90.8%
048072 - HICKMAN MILLS C-1	47,018	24.2%	4,836	8,128	59.5%
048073 - RAYTOWN C-2	59,696	20.9%	7,131	9,003	79.2%
048074 - GRANDVIEW C-4	33,980	22.0%	3,440	5,384	63.9%
048077 - INDEPENDENCE 30	98,224	21.3%	13,289	15,370	86.5%
048080 - CENTER 58	25,340	20.7%	2,215	3,481	63.6%
083003 - PLATTE CO. R-III	29,178	22.2%	4,214	4,784	88.1%
083005 - PARK HILL	80,447	22.6%	11,464	13,606	84.3%

The table above compares several key population indicators for Park Hill and other benchmark school districts in the Kansas City metropolitan region. These indicators include total population, the proportion of residents who are school-age children, estimated school-age population, and the percentage of school-age children attending public schools within each district. Together, these measures provide important insight into the relationship between community population characteristics and student enrollment.

Community Population Size. Among the benchmark districts, North Kansas City serves the largest overall population, with an estimated 147,292 residents, followed by Lee’s Summit (110,877) and Independence (98,224). The Park Hill School District, with an estimated population of approximately 80,447 residents, ranks in the middle of the benchmark group. This reflects Park Hill’s position as a significant suburban district serving a large portion of the Kansas City Northland.

School-Age Population Proportion. The percentage of residents who are 17 years of age or younger varies slightly among districts but generally falls within a narrow range of approximately 21 to 24 percent. Park Hill’s estimated 22.6 percent school-age population is consistent with regional averages, suggesting that the district’s overall age distribution is similar to other suburban communities in the Kansas City metropolitan area.

School-Age Population vs. Enrollment. By applying the school-age population percentage to total population estimates, the table calculates an estimated school-age population for each district. Comparing this figure with actual K–12 enrollment provides insight into the proportion of school-age children attending public schools within each district.

In Park Hill, the estimated school-age population is approximately 13,606 children, while 11,464 students are enrolled in district schools. This results in an estimated 84.3 percent of school-age children residing within the district attending Park Hill schools.

Public School Participation Rates. The percentage of school-age children attending district schools varies considerably across the benchmark districts. Several suburban districts—including Fort Osage, Blue Springs, Liberty, and Lee’s Summit—report very high participation rates, with more than 90 percent of school-age children attending district schools.

Park Hill’s participation rate of 84.3 percent is slightly lower than some neighboring suburban districts but remains within a typical range for districts located within major metropolitan areas. Lower participation rates can occur for several reasons, including private school enrollment, charter school attendance, homeschooling, or students attending neighboring districts through transfer programs.

Districts with Lower Participation Rates. Several districts located closer to the urban core—including Hickman Mills, Grandview, Raytown, and Center—report significantly lower percentages of school-age children attending district schools. These lower participation rates may reflect greater availability of school choice options, charter schools, or demographic mobility within those communities.

Interpreting Park Hill’s Position. Overall, the Park Hill School District serves a large and relatively stable share of the school-age population within its boundaries. While the district’s participation rate is somewhat lower than a few suburban peers, it remains comparable to other districts in the Kansas City region and reflects the diverse educational options available within the metropolitan area.

Understanding these population relationships is important when evaluating future enrollment projections, as changes in community population, housing development, and school choice patterns may influence the number of students attending district schools in the future.

Benchmark Household Data

The following table provides values for household data of benchmark school districts.

School District	Number of Households (2025)	Est. 2025 Average Household Size	Est 2025 Estimated Population 25+ College Graduate or Professional Degree (includes associate degree)	Est. 2025 Estimated Median Home Value	2025 Estimated Percentage of Households in Poverty
024090 - LIBERTY 53	23,887	2.73	54.4%	384,759	5.3%
024093 - NORTH KANSAS CITY	61,088	2.40	43.4%	283,690	9.7%
048066 - FORT OSAGE R-I	9,408	2.74	30.7%	251,434	11.6%
048068 - BLUE SPRINGS R-IV	33,536	2.59	44.7%	347,163	6.8%
048071 - LEE'S SUMMIT R-VII	41,647	2.65	56.3%	402,610	5.1%
048072 - HICKMAN MILLS C-1	19,152	2.43	32.5%	199,995	15.6%
048073 - RAYTOWN C-2	24,970	2.37	33.3%	220,469	12.3%
048074 - GRANDVIEW C-4	13,944	2.39	40.4%	284,580	13.5%
048077 - INDEPENDENCE 30	41,375	2.35	27.4%	211,379	14.5%
048080 - CENTER 58	12,429	2.02	47.8%	301,528	11.1%
083003 - PLATTE CO. R-III	11,971	2.41	52.5%	400,407	7.6%
083005 - PARK HILL	31,948	2.49	55.2%	423,912	8.0%

The table above compares several household characteristics across the benchmark school districts used throughout this report. These indicators include total households, average household size, educational attainment, median home value, and the percentage of households living in poverty. Together, these measures provide insight into the socioeconomic characteristics of the communities served by each district, which can influence enrollment patterns, housing development, and long-term demographic trends.

Household Population and Size. The number of households within each district varies widely depending on the overall population size and geographic boundaries of the district. Larger districts such as North Kansas City, Independence, and Lee’s Summit serve the greatest number of households due to their larger population bases.

The Park Hill School District, with an estimated 31,948 households, falls within the mid-range of the benchmark group. The district’s average household size of approximately 2.49 persons per household is consistent with many suburban communities in the Kansas City metropolitan area and closely aligns with regional averages.

Educational Attainment. Educational attainment is another important indicator of community characteristics. Park Hill reports that approximately 55.2 percent of residents age 25 and older hold a college or professional degree, one of the highest levels among the benchmark districts.

This level of educational attainment is comparable to districts such as Lee’s Summit and Liberty, and higher than many districts closer to the urban core. Higher educational attainment levels often correlate with strong community support for schools, higher household incomes, and stable residential development patterns.

Median Home Values. Median home values provide insight into housing market conditions and the economic characteristics of each community. Among the benchmark districts, Park Hill reports one of the highest estimated median home values, at approximately \$423,912, reflecting strong housing demand within the Northland area of the Kansas City metropolitan region.

Other suburban districts with similarly high housing values include Lee’s Summit, Liberty, and Platte County, while districts such as Hickman Mills, Raytown, and Independence report lower median home values, reflecting differences in housing stock and neighborhood development patterns.

Household Poverty Rates. The percentage of households living in poverty also varies significantly among the benchmark districts. Park Hill’s estimated household poverty rate of approximately 8.0 percent is relatively low compared with several other districts in the region.

Districts located closer to the urban core—including Hickman Mills, Independence, Raytown, and Grandview—report higher poverty rates, while suburban districts such as Lee’s Summit, Liberty, and Platte County tend to report lower levels of household poverty.

Interpreting Park Hill’s Household Characteristics. Overall, the household characteristics of the Park Hill School District reflect those of a stable and relatively affluent suburban community. Higher levels of educational attainment, strong housing values, and relatively low poverty rates indicate a community with strong economic stability.

These household characteristics often correlate with stable enrollment patterns, strong property tax bases, and continued demand for high-quality public schools, all of which are important considerations in long-term district planning.

Understanding these socioeconomic indicators also provides valuable context when analyzing future enrollment projections, housing development patterns, and demographic shifts within the Park Hill community.

Benchmark School Finance Data

The table above compares several financial indicators among benchmark school districts in the Kansas City metropolitan region. These indicators include revenue sources, assessed property valuation, and overall district expenditures. Examining these measures provides insight into the financial capacity of each district to support educational programs, facilities, and long-term operational stability.

Financial conditions within a school district are closely connected to community demographics, property values, and enrollment trends. Districts with strong local tax bases and stable enrollment patterns are typically better positioned to sustain educational investments and respond to future growth or demographic change.

Financial Metrics

District	Percent Local Funding	Percent State Funding	Percent Federal Funding	Assessed Valuation	Assessed Valuation Per Student	Total Expenditures
024090 - LIBERTY 53	62.7%	34.6%	2.7%	1,727,805,531	145,856	267,267,648
024093 - NORTH KANSAS CITY	60.7%	32.9%	6.4%	3,427,337,140	163,870	453,222,862
048066 - FORT OSAGE R-I	48.1%	37.9%	14.0%	465,123,227	101,356	84,248,411
048068 - BLUE SPRINGS R-IV	61.4%	32.0%	6.6%	2,300,101,006	159,022	315,558,473
048071 - LEE'S SUMMIT R-VII	66.0%	29.7%	4.3%	3,402,011,077	195,822	346,587,588
048072 - HICKMAN MILLS C-1	47.5%	33.4%	19.1%	721,272,339	153,986	125,734,050
048073 - RAYTOWN C-2	57.3%	32.5%	10.2%	1,015,543,753	136,810	169,596,463
048074 - GRANDVIEW C-4	65.5%	20.1%	14.4%	791,686,709	224,465	92,494,034
048077 - INDEPENDENCE 30	46.1%	39.0%	14.9%	1,559,942,052	113,582	246,765,041
048080 - CENTER 58	75.8%	13.5%	10.7%	680,306,986	306,445	54,512,128
083003 - PLATTE CO. R-III	69.3%	26.0%	4.7%	816,552,392	188,973	92,023,290
083005 - PARK HILL	73.8%	22.4%	3.8%	2,412,503,574	207,921	312,934,410

Strong Local Funding Base. The Park Hill School District receives a larger share of its revenue from local sources than most benchmark districts, reflecting the strength of its local property tax base. A high proportion of locally generated revenue provides the district with greater fiscal independence and stability, but it also means that district funding is closely tied to local property values, tax rates, and economic conditions.

Compared with other suburban districts such as Liberty, North Kansas City, and Lee's Summit, Park Hill relies somewhat more heavily on local funding and less on state support.

Limited Dependence on Federal Funding. Park Hill receives relatively little federal funding compared with several benchmark districts. Federal funding often reflects the number of students eligible for poverty-based assistance programs such as Title I. Lower federal funding levels in Park Hill suggest lower concentrations of economic need compared with some neighboring districts, particularly those located closer to the urban core.

While this reduces reliance on variable federal funding sources, it also means that the district must support programs and services primarily through local and state revenue streams.

Strong Property Tax Base. The district benefits from one of the highest assessed property valuations per student among the benchmark districts. Higher assessed valuation allows the district to generate more local revenue per student while maintaining competitive tax rates.

A strong property tax base is often associated with stable housing markets, strong community investment, and continued demand for residential development, all of which are important factors influencing long-term enrollment trends.

Competitive Overall Expenditures. Park Hill's overall expenditures place the district among the well-resourced suburban districts in the Kansas City region. While larger districts such as North Kansas City and Lee's Summit report higher total expenditures due to their larger enrollment, Park Hill maintains a strong level of spending relative to its student population.

These financial resources support the district's ability to maintain high-quality instructional programs, facilities, and staffing levels.

Key Implications for Enrollment and Long-Range Planning

Financial Stability Supports Enrollment Stability. Districts with strong local tax bases and stable housing markets typically experience more consistent enrollment patterns. Park Hill's strong property valuation and high local revenue share suggest that the district is supported by stable residential communities, which can help sustain long-term enrollment levels.

Housing Market Strength Influences Future Enrollment. Higher property values often correlate with strong housing demand and continued residential investment. As new housing development occurs within the district, these factors may contribute to incremental enrollment growth or stabilization, particularly at the elementary grade levels.

Lower Federal Funding Reflects Demographic Characteristics. Park Hill's relatively low federal funding share indicates that the district serves fewer high-poverty populations compared with

several benchmark districts. Communities with lower poverty rates often experience lower student mobility and more stable enrollment, both of which contribute to more predictable enrollment trends.

Enrollment Stabilization Shifts Financial Planning Priorities. With enrollment growth slowing in recent years, the district's financial planning will likely focus less on rapid expansion of facilities and more on maintaining aging facilities, program quality, supporting staffing levels, and adapting to demographic changes within the student population.

Tax Rate Table (2025-2026)

The table below compares the school district tax rates for Park Hill and selected benchmark districts in the Kansas City metropolitan region. School district tax rates are expressed as the amount of tax levied per \$100 of assessed property valuation and represent a primary source of funding for district operations, debt service, and capital improvements.

District	Tax Rate - Incidental Fund	Tax Rate - Teachers Fund	Tax Rate - Debt Service	Tax Rate - Capital Projects	Total Tax Rate
024090 - LIBERTY 53	4.1298	0.0000	1.0477	0.3600	5.5375
024093 - NORTH KANSAS CITY	2.1843	1.7500	1.4300	0.1300	5.4943
048066 - FORT OSAGE R-I	2.6482	2.5000	1.1018	0.0000	6.2500
048068 - BLUE SPRINGS R-IV	3.9986	0.0000	1.1699	0.0000	5.1685
048071 - LEE'S SUMMIT R-VII	3.8191	0.0000	0.8700	0.0500	4.7391
048072 - HICKMAN MILLS C-1	5.0517	0.0000	1.1000	0.0000	6.1517
048073 - RAYTOWN C-2	5.1994	0.0000	1.1206	0.0000	6.3200
048074 - GRANDVIEW C-4	4.2834	0.0000	1.3666	0.0000	5.6500
048077 - INDEPENDENCE 30	4.3253	0.0000	0.9118	0.0000	5.2371
048080 - CENTER 58	4.0425	0.0000	0.9000	0.0400	4.9825
083003 - PLATTE CO. R-III	3.4651	0.0000	1.1367	0.3775	4.9793
083005 - PARK HILL	4.9054	0.0000	0.8601	0.0300	5.7955

For the 2025–2026 fiscal year, the Park Hill School District maintains a total tax rate of \$5.7955 per \$100 of assessed valuation, placing the district within the mid-range of benchmark districts in the Kansas City region. The district’s tax rate structure is composed primarily of the Incidental Fund, which supports general operating expenses, along with smaller allocations for Debt Service and Capital Projects.

Recent voter-approved measures—Proposition G and Proposition O—contributed to adjustments in the district’s operating and debt service levies. Proposition G increased the district’s operating levy to support staffing and operational needs, while Proposition O authorized an increase in the debt service levy to fund facility improvements and long-term capital investments.

Key Observations for the Park Hill School District

Balanced Overall Tax Rate. Park Hill's total tax rate falls near the middle of the benchmark group. The district's rate is lower than several neighboring districts, including Raytown, Fort Osage, and Hickman Mills, while remaining slightly higher than districts such as Lee's Summit and Center. This positioning reflects a balanced tax structure that supports district operations while remaining competitive with neighboring school systems.

Strong Operating Levy. The Incidental Fund levy, which supports the district's general operating budget, represents the largest component of Park Hill's tax rate. This funding supports essential district operations, including teacher salaries, instructional programs, student services, and day-to-day district operations. A strong operating levy helps ensure the district can maintain high-quality educational programs without relying heavily on borrowing.

Moderate Debt Service Commitment. Park Hill's Debt Service levy remains comparatively moderate among the benchmark districts. Debt service funds are used primarily to repay bonds issued for school construction and major facility improvements. The district's moderate debt service rate reflects long-term facility planning and responsible management of bond financing.

Ongoing Capital Investment. A portion of the district's tax rate is allocated to Capital Projects, which supports facility maintenance, renovations, and infrastructure improvements. These investments help ensure that school facilities remain modern, safe, and capable of supporting student learning as enrollment and community needs evolve.

Implications for District Planning and Enrollment

Park Hill's tax structure reflects the characteristics of a stable suburban district supported by a strong property tax base. This financial structure provides the district with the ability to maintain consistent operational funding while supporting facility improvements as needed.

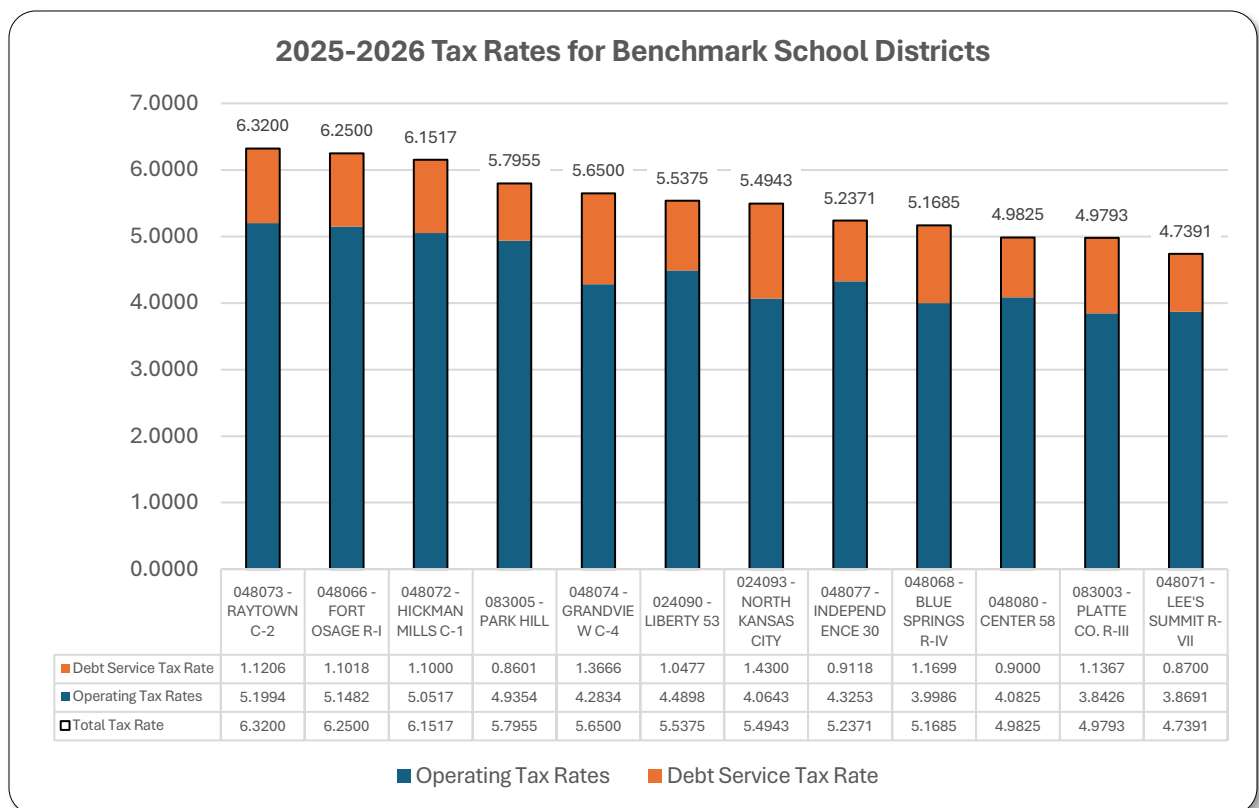
Because school district revenue in Missouri is closely tied to property values and local tax levies, the district's financial capacity is closely connected to housing development and community growth. As residential development continues in portions of the Park Hill attendance area, increases in assessed valuation can help support future educational investments while maintaining competitive tax rates.

Overall, Park Hill's tax structure supports long-term fiscal sustainability, enabling the district to maintain high-quality educational programs while continuing to invest in facilities and infrastructure needed to serve future generations of students.

Tax Rate Graph (2025-2026)

The chart below compares the 2025–2026 total property tax rates for Park Hill and other benchmark school districts in the Kansas City metropolitan region. The graphic separates each district’s total tax rate into its two primary components: the operating tax rate, which funds day-to-day district operations, and the debt service tax rate, which supports repayment of bonds used to finance school construction and facility improvements.

This visual comparison provides additional context for understanding how Park Hill’s tax structure aligns with neighboring districts and highlights differences in how districts balance operating revenue with long-term facility financing. Examining these components helps stakeholders better understand the local funding commitments that support educational programs, staffing, and capital investments across the region.



Park Hill School District Student Enrollment

In this section of the *2025-2026 Demographic Profile & Enrollment Projections* the PHSD historical enrollment data is depicted in various tables and graphs. In addition, data on district housing and birthrates are shared to establish trends relevant to enrollment growth in future years.

Historical Enrollment Data

This section includes the following tables, charts, and graphs:

Student Enrollment Table by Grade – 50-Year Historical. This table summarizes official enrollment in the district over the last 50 years.

K-12 Student Enrollment Chart – 25-Year Historical. This graph represents enrollment and enrollment growth over the last 25 years.

Annual Growth in K-12 Student Enrollment – 25-Year Historical. This graph represents enrollment growth (number of students) over the last 25 years.

Park Hill School District - Student Enrollment Table by Grade – 50-Year Historical

The following table presents a 20-year historical summary of student enrollment by grade level in the Park Hill School District. Tracking enrollment by grade over an extended period provides valuable insight into long-term student population trends and helps illustrate how cohorts of students move through the district over time.

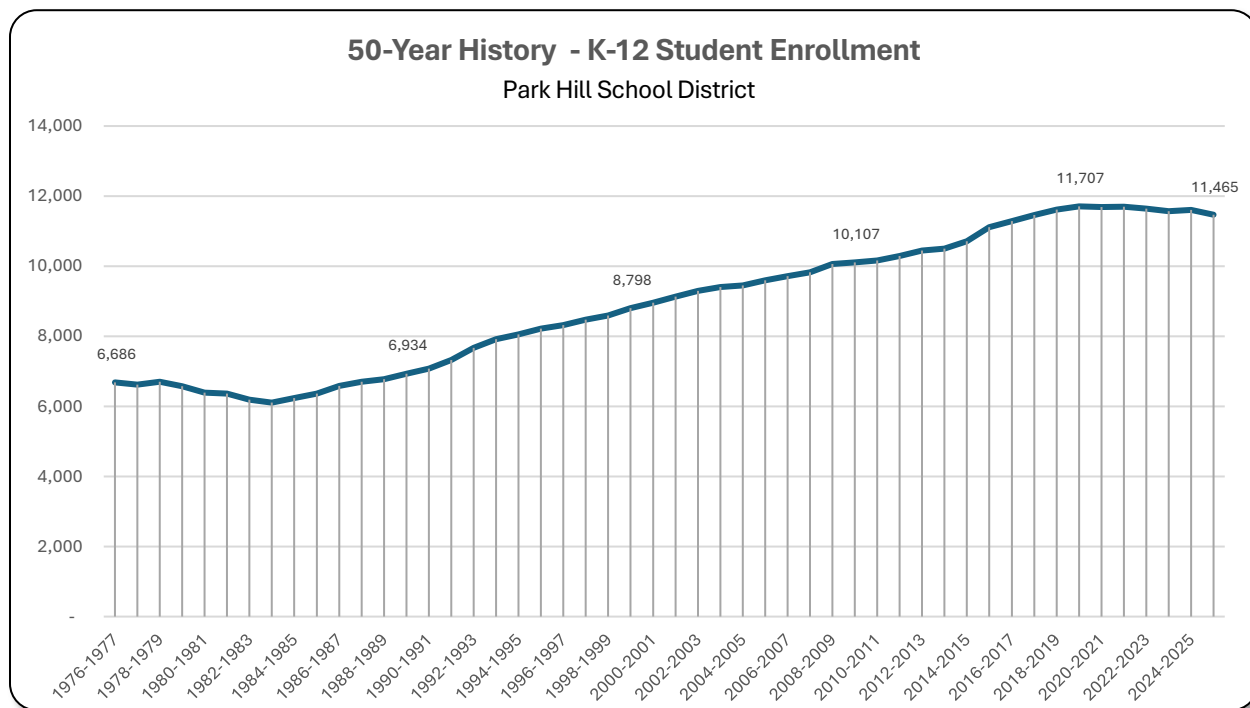
50-Year Historical K-12 Enrollment (Table)

The table below shows a 50 year history of enrollment by grade level. The largest cohorts in district history are highlighted in blue.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 Total	K-5 Subtotal	6-8 Subtotal	9-12 Subtotal
1975-1976	498	533	474	468	465	489	537	547	565	559	547	482	438	6,602	2,927	1,649	2,026
1976-1977	504	525	555	491	493	460	480	552	551	560	549	528	438	6,686	3,028	1,583	2,075
1977-1978	458	513	533	543	483	472	472	514	548	544	573	493	476	6,622	3,002	1,534	2,086
1978-1979	442	499	535	552	560	489	478	514	523	587	533	564	425	6,701	3,077	1,515	2,109
1979-1980	463	444	491	524	529	557	482	488	503	532	566	513	480	6,572	3,008	1,473	2,091
1980-1981	390	467	433	484	540	530	556	472	481	504	539	544	451	6,391	2,844	1,509	2,038
1981-1982	417	414	465	435	488	539	542	560	465	513	514	513	499	6,364	2,758	1,567	2,039
1982-1983	422	395	386	473	438	476	538	570	553	471	524	477	463	6,186	2,590	1,661	1,935
1983-1984	380	455	386	394	473	431	478	555	553	555	502	511	433	6,106	2,519	1,586	2,001
1984-1985	471	432	437	401	419	486	436	521	546	577	582	483	441	6,232	2,646	1,503	2,083
1985-1986	464	493	442	472	412	435	490	486	509	577	593	569	422	6,364	2,718	1,485	2,161
1986-1987	464	483	525	483	503	432	451	543	497	543	602	559	499	6,584	2,890	1,491	2,203
1987-1988	468	516	492	537	504	527	450	483	536	526	547	570	543	6,699	3,044	1,469	2,186
1988-1989	475	514	529	496	556	527	539	472	490	556	515	540	565	6,774	3,097	1,501	2,176
1989-1990	552	530	517	557	511	571	537	547	494	517	567	503	531	6,934	3,238	1,578	2,118
1990-1991	537	590	532	514	573	523	606	548	554	518	531	548	505	7,079	3,269	1,708	2,102
1991-1992	557	613	589	552	523	597	551	618	555	603	516	501	546	7,321	3,431	1,724	2,166
1992-1993	589	622	618	610	577	538	643	585	633	590	636	508	520	7,669	3,554	1,861	2,254
1993-1994	642	601	621	619	647	595	572	671	628	639	585	574	519	7,913	3,725	1,871	2,317
1994-1995	586	659	627	629	649	667	615	575	671	631	628	561	552	8,050	3,817	1,861	2,372
1995-1996	623	630	695	621	646	636	684	605	586	687	633	631	543	8,220	3,851	1,875	2,494
1996-1997	634	652	635	694	599	661	635	709	595	612	705	608	579	8,318	3,875	1,939	2,504
1997-1998	667	670	651	634	713	603	673	663	705	617	627	692	557	8,472	3,938	2,041	2,493
1998-1999	645	692	678	659	631	734	638	690	657	745	617	625	585	8,596	4,039	1,985	2,572
1999-2000	657	685	688	729	689	658	740	649	714	701	734	603	551	8,798	4,106	2,103	2,589
2000-2001	608	667	693	707	735	698	671	765	657	749	715	739	553	8,957	4,108	2,093	2,756
2001-2002	640	659	681	688	722	747	736	679	793	697	730	692	663	9,127	4,137	2,208	2,782
2002-2003	719	679	681	683	696	742	765	751	678	827	704	727	647	9,299	4,200	2,194	2,905
2003-2004	688	747	702	652	700	699	773	781	758	709	810	678	705	9,402	4,188	2,312	2,902
2004-2005	711	669	738	715	656	689	722	767	793	797	705	800	687	9,449	4,178	2,282	2,989
2005-2006	676	725	693	739	719	683	718	748	794	834	789	690	793	9,601	4,235	2,260	3,106
2006-2007	705	711	718	713	737	745	734	757	778	838	819	763	694	9,712	4,329	2,269	3,114
2007-2008	703	740	718	743	740	750	759	760	753	821	802	793	743	9,825	4,394	2,272	3,159
2008-2009	726	741	760	746	767	755	786	792	778	817	797	794	800	10,059	4,495	2,356	3,208
2009-2010	704	764	760	786	754	791	761	780	801	823	806	794	783	10,107	4,559	2,342	3,206
2010-2011	744	712	773	782	779	761	780	786	803	853	807	789	794	10,163	4,551	2,369	3,243
2011-2012	754	739	725	792	793	789	781	820	786	857	847	811	800	10,294	4,592	2,387	3,315
2012-2013	770	792	769	747	824	805	810	825	824	830	843	817	790	10,446	4,707	2,459	3,280
2013-2014	789	794	788	779	755	819	817	849	812	864	819	799	818	10,502	4,724	2,478	3,300
2014-2015	822	813	831	795	796	774	846	836	868	851	849	831	801	10,713	4,831	2,550	3,332
2015-2016	852	865	836	869	826	792	817	908	864	950	862	835	835	11,111	5,040	2,589	3,482
2016-2017	794	871	879	850	883	868	807	870	895	929	935	870	831	11,282	5,145	2,572	3,565
2017-2018	831	829	914	894	871	905	874	849	869	950	896	927	849	11,458	5,244	2,592	3,622
2018-2019	818	878	828	923	933	892	914	911	848	944	949	885	888	11,611	5,272	2,673	3,666
2019-2020	865	825	888	846	926	933	946	932	912	911	926	925	872	11,707	5,283	2,790	3,634
2020-2021	811	863	849	866	857	940	936	937	920	965	899	923	926	11,692	5,186	2,793	3,713
2021-2022	822	842	868	852	878	878	937	943	958	989	939	876	913	11,695	5,140	2,838	3,717
2022-2023	802	830	855	847	863	886	897	939	963	976	978	934	875	11,645	5,083	2,799	3,763
2023-2024	778	828	859	879	829	854	895	875	937	987	984	949	915	11,569	5,027	2,707	3,835
2024-2025	783	815	838	885	873	864	866	912	889	978	999	965	936	11,603	5,058	2,667	3,878
2025-2026	766	807	818	835	899	867	871	873	902	916	970	994	947	11,465	4,992	2,646	3,827

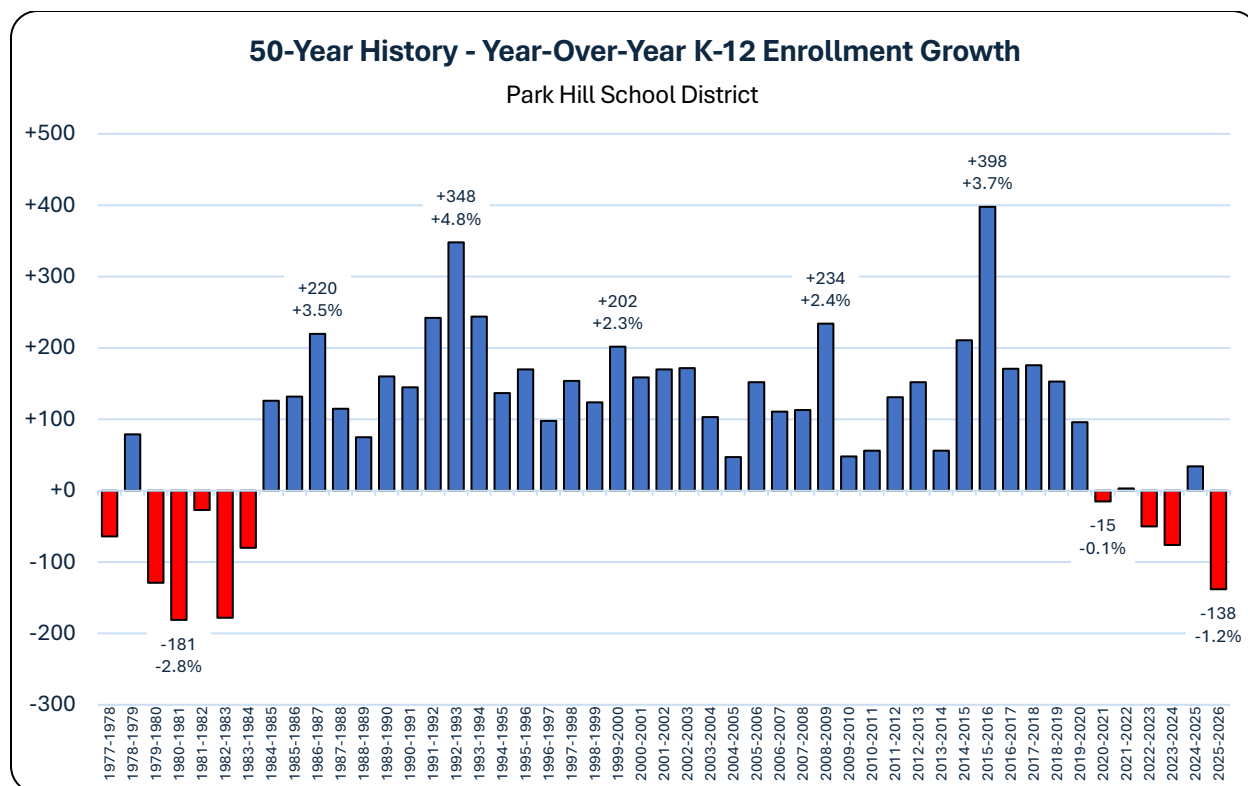
K-12 Student Enrollment – 50-Year Historical

The following chart illustrates the long-term trend in total K–12 student enrollment in the Park Hill School District from 1975 through 2026. The data highlights several periods of enrollment growth over the past five decades, followed by a recent period of stabilization after reaching a peak in the late 2010s.



K-12 Student Enrollment Growth – 50-Year Historical

This chart illustrates the annual change in total K-12 enrollment in the Park Hill School District over the past 50 years, highlighting both the magnitude and direction of enrollment fluctuations from one school year to the next. Each bar represents the year-over-year increase or decrease in student enrollment, with positive growth shown in blue and enrollment declines shown in red.



The visualization demonstrates that while the district’s long-term trend has been one of substantial enrollment growth, that growth has not occurred evenly from year to year. Periods of rapid expansion—particularly during the late 1980s, early 1990s, and mid-2010s—produced several years of significant enrollment increases. The largest single-year increase occurred in 2016–2017, when enrollment grew by 398 students (3.7%), reflecting the impact of continued residential development and large student cohorts entering the district.

Conversely, the chart also highlights periods when enrollment declined modestly, most notably during the early 1980s and again during the early 2020s. These short-term declines are common in school districts and typically reflect variations in birth rates, housing turnover, and the size of graduating cohorts.

Overall, the chart illustrates that year-to-year enrollment changes tend to occur in cycles, often corresponding with demographic patterns and the movement of larger or smaller student cohorts through the district. Understanding these annual fluctuations provides important context for interpreting long-term enrollment trends and for planning school capacity, staffing, and facility needs.

Historical Growth (1970s–1990s)

In the mid-1970s, Park Hill served fewer than 7,000 K-12 students. Enrollment in 1976–1977 totaled 6,686 students, reflecting the district’s smaller population base during that time. Enrollment declined modestly during the early 1980s before beginning a sustained period of growth associated with expanding suburban development in southern Platte County.

By 1989–1990, enrollment had increased to 6,934 students, and continued residential growth throughout the district accelerated enrollment during the early 1990s. By 1993–1994, enrollment exceeded 7,900 students, marking the beginning of a sustained period of expansion that would continue for more than two decades.

Expansion and Rapid Growth (2000–2019)

The most significant period of enrollment growth occurred between the late 1990s and the late 2010s as residential development expanded across the district’s attendance area.

Key enrollment milestones during this period include:

- **2000–2001:** Enrollment reached 8,957 students
- **2008–2009:** Enrollment surpassed 10,000 students for the first time (10,059)
- **2016–2017:** Enrollment exceeded 11,000 students (11,282)

Growth continued through the late 2010s, culminating in the district’s historical peak enrollment of 11,707 students in 2019–2020. By this point, Park Hill’s enrollment had increased by more than 5,000 students compared with the mid-1970s, nearly doubling the district’s student population.

Recent Stabilization (2020–Present)

Since the 2019–2020 peak, total enrollment has stabilized within a relatively narrow range. The 2025–2026 school year enrollment of 11,465 students remains near the district’s historical high and represents only a modest decline of approximately 242 students from the peak year.

While overall enrollment has remained stable, cohort sizes within individual grade levels have continued to fluctuate. The largest individual grade cohorts in district history have occurred primarily within the past decade, reflecting the long-term effects of residential growth and demographic shifts within the community.

Summary

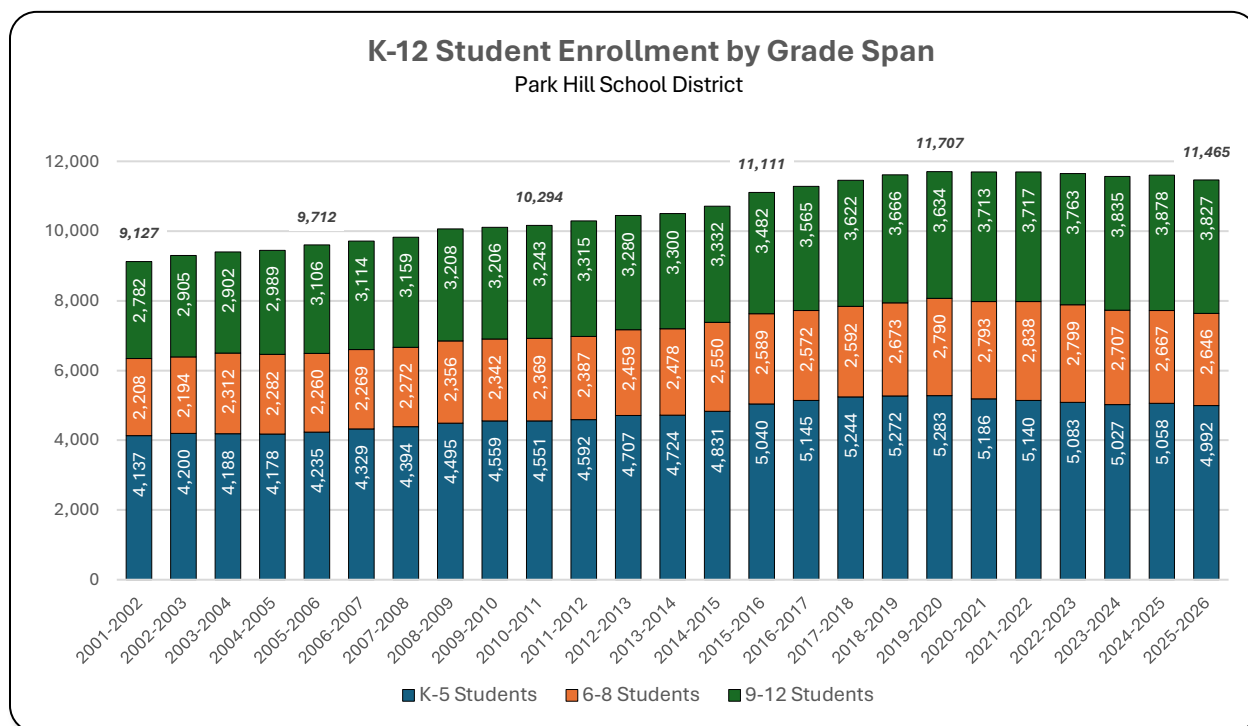
Overall, Park Hill’s enrollment history illustrates three distinct phases:

1. **Foundational Growth (1970s–early 1990s):** Gradual enrollment increases associated with early suburban development.
2. **Rapid Expansion (mid-1990s–2019):** Significant enrollment growth driven by sustained housing development and population growth in the district’s service area.
3. **Stabilization (2020–present):** Enrollment levels remaining relatively stable as the district transitions into a mature suburban community where enrollment changes are increasingly influenced by demographic trends such as birth rates, household turnover, and housing availability.

This long-term context provides an important foundation for understanding current enrollment patterns and for developing realistic projections of future student population trends within the Park Hill School District.

K-12 Student Enrollment Chart– 25-Year Historical

The following chart illustrates 25 years of K-12 enrollment trends in the Park Hill School District, displaying total enrollment alongside the distribution of students across the district’s three primary grade spans: elementary (K-5), middle school (6-8), and high school (9-12). Viewing enrollment by grade span provides additional insight into how growth has occurred across the educational pipeline and how larger or smaller student cohorts progress through the system over time.



Over the past quarter century, the district has experienced substantial overall enrollment growth, increasing from 9,127 students in 2001–2002 to 11,465 students in 2025–2026, an increase of more than 2,300 students. Much of this growth occurred between 2005 and 2019, reflecting significant residential development and population expansion within the district’s boundaries.

The chart also highlights how enrollment growth has been distributed unevenly across grade spans over time. Elementary enrollment expanded significantly during the district’s growth period, with larger cohorts later progressing into middle and high school grades. As these cohorts move through the system, temporary increases in one grade span are often followed several years later by similar increases in the next grade span.

In recent years, total enrollment has remained relatively stable, fluctuating within a narrow range near the district’s historical high. This pattern reflects the characteristics of a mature suburban district, where enrollment changes are increasingly influenced by demographic factors such as birth rates, housing turnover, and household composition rather than large-scale residential expansion.

Current Enrollment

This section of the 2025–2026 Demographic Profile and Enrollment Projections Report provides a detailed overview of current student enrollment in the Park Hill School District. The data presented in the tables, charts, and maps in this section are based primarily on the official September enrollment count, which serves as the standard benchmark for analyzing enrollment trends and comparing year-to-year changes.

Official Enrollment Count

The Missouri Department of Elementary and Secondary Education (DESE) establishes the official K–12 enrollment count as the number of students enrolled on the last Wednesday in September of each school year. This count is used statewide for reporting and is the most consistent measure for analyzing enrollment trends over time.

Missouri school districts also report a January enrollment count each year. While the January count is used for certain state reporting purposes, it is generally not used as the primary reference point for enrollment trend analysis in this report except in specific instances noted later in the section.

It is important to distinguish enrollment counts from other commonly referenced measures of student population:

Enrollment. The number of students officially enrolled in the district on the state’s designated count date (last Wednesday in September).

Average Daily Attendance (ADA). A measure of student attendance calculated by dividing the total hours students attend school by the total hours school is in session. ADA reflects attendance behavior rather than total enrollment.

Membership (Full-Time Equivalency – FTE). Membership is reported as a full-time equivalency (FTE) value and is used to distinguish between full-time and part-time students. For example:

- A student enrolled 6 hours of a 6-hour day on the September count date is reported as 1.00 FTE.
- A student enrolled 2 hours of a 6-hour day would be reported as 0.33 FTE.

Membership values are used in certain state reporting and funding calculations but differ from simple enrollment counts.

Program Enrollment vs. Resident Enrollment

This report also distinguishes between Program Enrollment and Resident Enrollment, two concepts that are important when analyzing school-level enrollment patterns.

Resident Enrollment. Resident enrollment refers to students assigned to a home school based on their residential attendance area.

Program Enrollment. Program enrollment refers to the actual school or program where the student receives instruction, which may differ from the assigned home school. Examples include students enrolled in districtwide programs such as:

- LEAD Innovation Studio
- Russell Jones Education Center
- Other specialized district programs

Because students may attend programs outside their home attendance area, the program enrollment totals at individual schools may differ from resident enrollment counts.

For purposes of this report and the enrollment projections presented later, the September enrollment count has been used as the primary benchmark for comparison across years. Any exceptions are noted within the report.

Current Enrollment Tables, Charts, and Maps

The following tables, charts, and geographic visualizations provide multiple perspectives on the district's current student population and enrollment patterns.

Pre-K–12 Student Program Enrollment. This table summarizes program enrollment by school and grade level, providing a comprehensive snapshot of where students are enrolled across the district.

K–12 Student Program Enrollment by School. This chart displays total enrollment at each Park Hill school, allowing for comparison of school size and enrollment distribution across the district.

Change in K–12 Student Program Enrollment from Prior Year. This table identifies where enrollment increases or decreases occurred over the past year, broken down by school and grade level.

Grade Level Distribution. This chart summarizes current enrollment by grade level across the district, illustrating the relative size of student cohorts at each grade.

Cohort Size Analysis. This table compares current grade-level enrollment to historical benchmark years, helping identify unusually large or small cohorts within the district.

Student Geographic Distribution. This map plots the residential location of all students within the district, providing a geographic view of where students live within Park Hill boundaries.

Student Enrollment Density. This map displays the density of student enrollment across the district, highlighting areas where concentrations of students are highest.

Grade Level Distribution and Cohort Growth Since Kindergarten. This chart illustrates a key concept used in enrollment projections known as cohort growth. The graph compares current enrollment at each grade level with the size of that same cohort when the students first entered kindergarten. In many cases, cohort sizes increase as students move through the grade levels due to new students moving into the district after kindergarten.

Current Senior Class Cohort Growth (K–12). This graph traces the current graduating class over the past thirteen years, beginning with their kindergarten enrollment and showing how the cohort has grown or declined as it progressed through the district.

Diversity of Current Pre-K–12 Enrollment. This chart illustrates the racial and ethnic composition of the district's student population, providing a snapshot of the district's demographic diversity.

Change in Diverse Populations. This chart and corresponding table show changes in student diversity over the past ten years, highlighting long-term demographic shifts in the district’s student population.

Diverse Populations by School. This chart displays the percentage distribution of racial and ethnic groups within each school, providing insight into how diversity varies across the district.

Growth in Free and Reduced Lunch Population. This chart illustrates changes in the percentage of students eligible for free and reduced-price lunch over the past decade, an important indicator of student socioeconomic characteristics. For consistency with state reporting, January membership counts are used for this analysis.

Free and Reduced Lunch Population by School. This chart shows the percentage of students eligible for free and reduced-price lunch at each school. As with the previous chart, January enrollment data are used to ensure consistency with state reporting practices.

Pre-K-12 Student Program Enrollment (Table)

The following table provides a detailed summary of 2025–2026 student program enrollment by school and grade level across the Park Hill School District. The table reflects enrollment on the Missouri Department of Elementary and Secondary Education’s official September count date, which serves as the primary benchmark for year-to-year enrollment comparisons in this report.

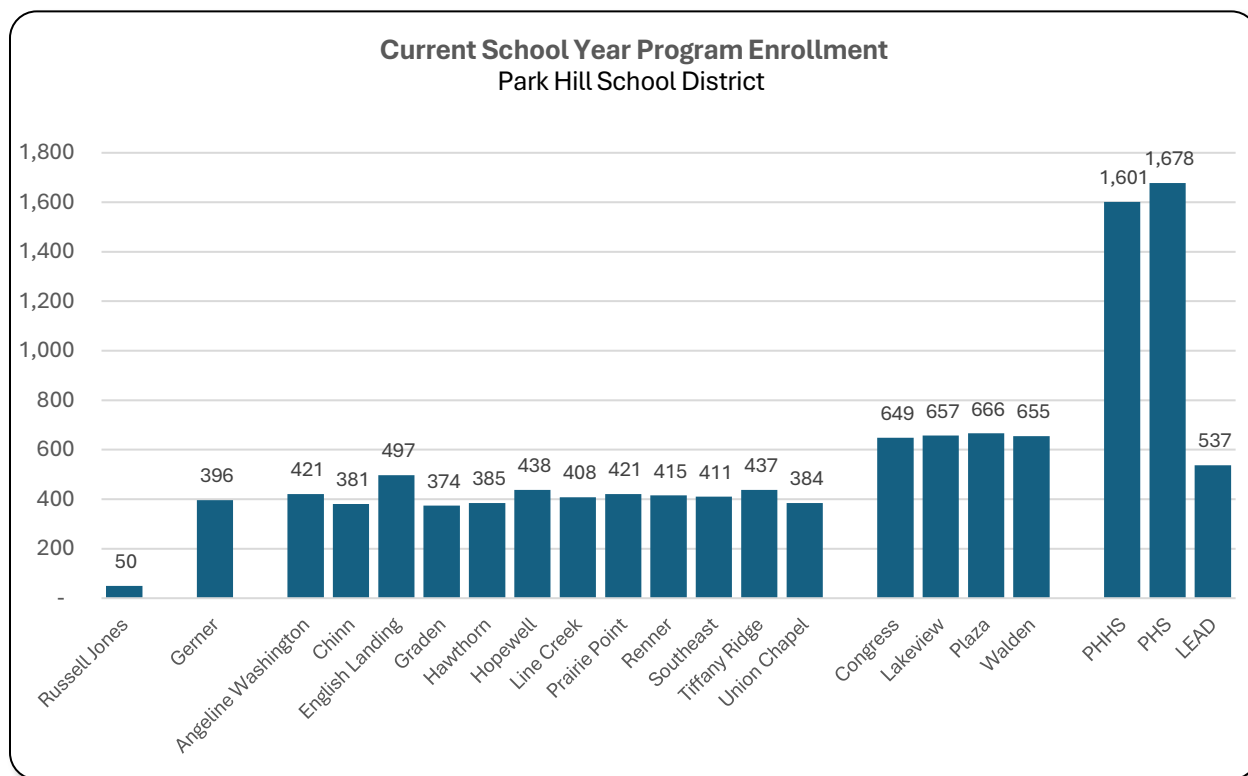
School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
K-12 School		2	2	4	6	4	2	4	6	9	3	1	3	4	50
Russell Jones		2	2	4	6	4	2	4	6	9	3	1	3	4	50
High Schools											913	969	991	943	3,816
PHHS											360	392	440	409	1,601
PHS											396	441	452	389	1,678
LEAD											157	136	99	145	537
Middle Schools								867	867	893					2,627
Congress								228	219	202					649
Lakeview								202	223	232					657
Plaza								214	214	238					666
Walden								223	211	221					655
Elementary Schools		764	805	814	829	895	865								4,972
Angeline Washington		61	71	65	73	70	81								421
Chinn		58	68	67	59	70	59								381
English Landing		66	76	85	95	84	91								497
Graden		54	70	65	54	73	58								374
Hawthorn		59	57	57	65	77	70								385
Hopewell		52	76	73	71	78	88								438
Line Creek		79	64	58	54	89	64								408
Prairie Point		64	68	61	82	74	72								421
Renner		70	59	69	71	71	75								415
Southeast		67	58	87	65	58	76								411
Tiffany Ridge		72	66	78	62	83	76								437
Union Chapel		62	72	49	78	68	55								384
Preschool	396														396
Gerner	396														396
Total	396	766	807	818	835	899	867	871	873	902	916	970	994	947	11,861

Program enrollment represents the school or program where students receive instruction, which may differ from a student’s residential attendance area in cases where specialized programs are offered. The table includes all instructional levels served by the district, including early childhood, elementary, middle school, high school, and specialized programs.

By presenting enrollment at both the school level and grade level, the table provides a comprehensive snapshot of how students are currently distributed across district facilities and programs. This information serves as a foundation for analyzing grade-level cohort sizes, facility utilization, feeder patterns, and future enrollment projections discussed later in the report.

K-12 Student Program Enrollment (Chart)

This chart shows student enrollment numbers for each school in the Park Hill School District, including early childhood, elementary, middle, and high schools, providing a visual comparison of school/program enrollments across the district.



Current Program Enrollment Analysis

Several important observations emerge from the 2025–2026 student program enrollment data for the Park Hill School District.

Overall District Enrollment. For the 2025–2026 school year, the Park Hill School District serves 11,861 students in Pre-K through grade 12 programs. Of this total, 11,465 students are enrolled in K-12 programs, while 396 students participate in the district’s early childhood programs.

The distribution of K-12 students across grade spans reflects a relatively balanced structure:

- Elementary (K-5): 4,972 students
- Middle School (6-8): 2,627 students
- High School (9-12): 3,816 students

Elementary students represent approximately 43 percent of the K-12 population, followed by 33 percent in high school and 23 percent in middle school. This distribution is generally consistent with the district's long-term grade span proportions.

Elementary School Enrollment. The district's twelve elementary schools enroll 4,972 students, representing the largest share of the district's student population.

The opening of Angeline Washington Elementary School in August 2025, combined with updated attendance boundaries, has improved enrollment balance across elementary buildings. Most elementary schools now enroll between approximately 380 and 440 students, creating a more consistent distribution of students across facilities.

This improved balance helps support:

- More consistent class sizes
- Efficient staffing allocations
- Improved facility utilization across the district

As residential development and household turnover continue within the district, maintaining balanced enrollment across elementary schools will remain an important operational consideration.

Middle School Enrollment. The district's four middle schools serve a total of 2,627 students, with enrollment distributed relatively evenly across the buildings:

- Congress Middle School – 649 students
- Lakeview Middle School – 657 students
- Plaza Middle School – 666 students
- Walden Middle School – 655 students

Each middle school enrolls approximately 650 students, reflecting balanced feeder patterns from the district's elementary schools. This consistency supports efficient staffing models, scheduling structures, and program offerings at the middle school level.

High School Enrollment. The district's high school programs serve 3,816 students, including two comprehensive high schools and the district's innovation program.

- Park Hill High School – 1,601 students
- Park Hill South High School – 1,678 students
- LEAD Innovation Studio – 537 students

Enrollment between the two comprehensive high schools remains relatively balanced, with both schools serving similar student populations. The LEAD Innovation Studio continues to provide an

alternative instructional model focused on project-based learning and flexible instructional pathways for students across the district.

Early Childhood Programs. The Gerner Family Early Education Center enrolls 396 students in early childhood programs. Early childhood enrollment serves as an important leading indicator for future kindergarten enrollment, as many students enrolled in these programs transition into the district's elementary schools in subsequent years.

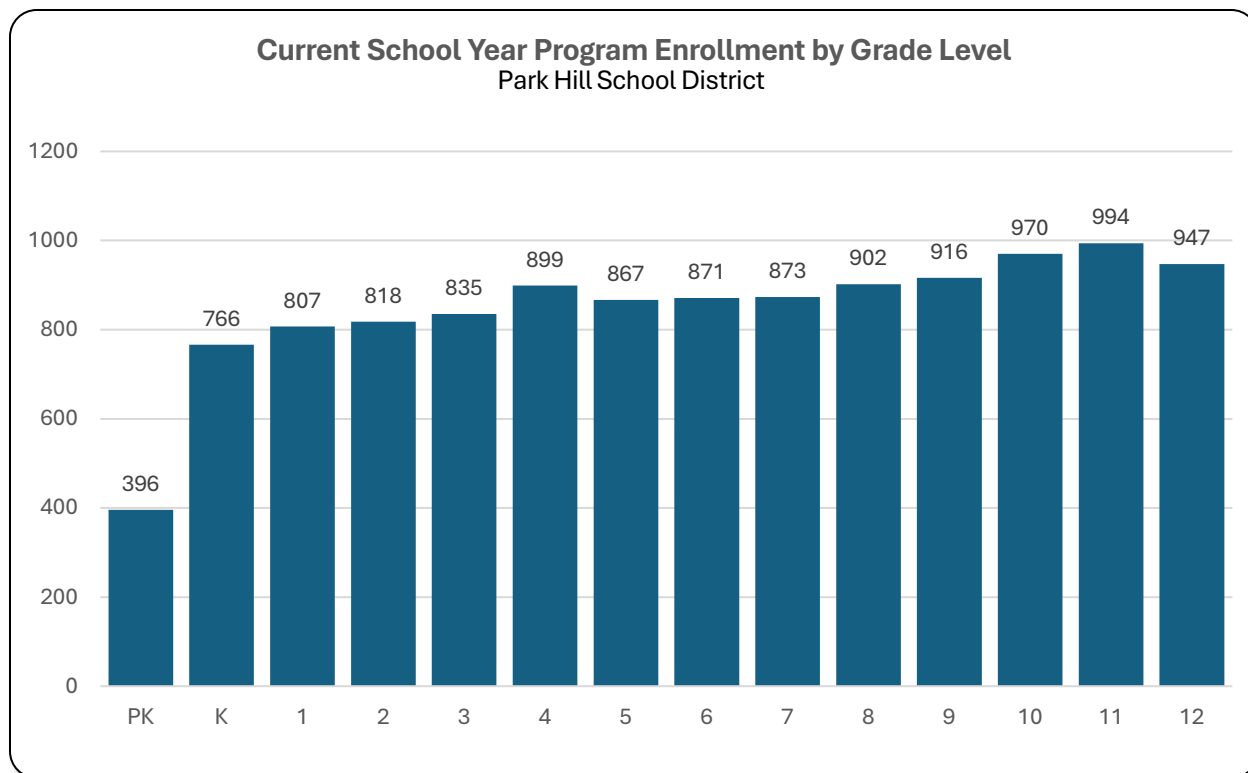
The district's continued investment in early childhood programming reflects a commitment to early learning opportunities and long-term student readiness.

Summary. Overall, the 2025–2026 enrollment distribution reflects a well-balanced system of elementary, middle, and high school facilities, supported by updated attendance boundaries and strategic facility planning. The current enrollment levels provide a stable foundation for the enrollment projections and facility planning considerations presented later in this report.

Park Hill School District Grade Level Distribution

The following chart illustrates current K-12 student program enrollment by grade level for the 2025–2026 school year in the Park Hill School District. The data reflect enrollment on the Missouri Department of Elementary and Secondary Education's official September count date and provide a clear view of the relative size of student cohorts across grade levels.

Analyzing enrollment by grade level helps district leaders understand the progression of student cohorts through the educational system, identify unusually large or small classes, and anticipate how enrollment pressures may shift as students advance from elementary to middle and high school.



Key Observations

Elementary Cohorts Increase Through the Early Grades. Elementary enrollment begins with 766 kindergarten students and increases steadily through the elementary grades, reaching 899 students in 4th grade, the largest cohort within the elementary span. This pattern reflects a common trend in growing suburban districts where cohorts increase in size after kindergarten as families move into the district with school-aged children.

Middle School Enrollment Remains Relatively Stable. Enrollment across grades 6–8 remains relatively balanced, ranging from 867 students in 6th grade to 873 students in 7th grade and 902 students in 8th grade. This consistent distribution indicates that student cohorts are progressing through the middle school years with minimal attrition, reflecting stable feeder patterns from the district’s elementary schools.

High School Cohorts Are the Largest in the District. The largest grade-level enrollments occur in the high school grades, particularly 10th grade (970 students) and 11th grade (994 students), which is the largest cohort currently in the district. These larger cohorts reflect the progression of historically large elementary classes that entered the district during periods of enrollment growth.

Enrollment decreases slightly in 12th grade (947 students), which is typical in high school populations and may reflect factors such as student mobility, early graduation, alternative education programs, or students transferring to other educational pathways.

Summary

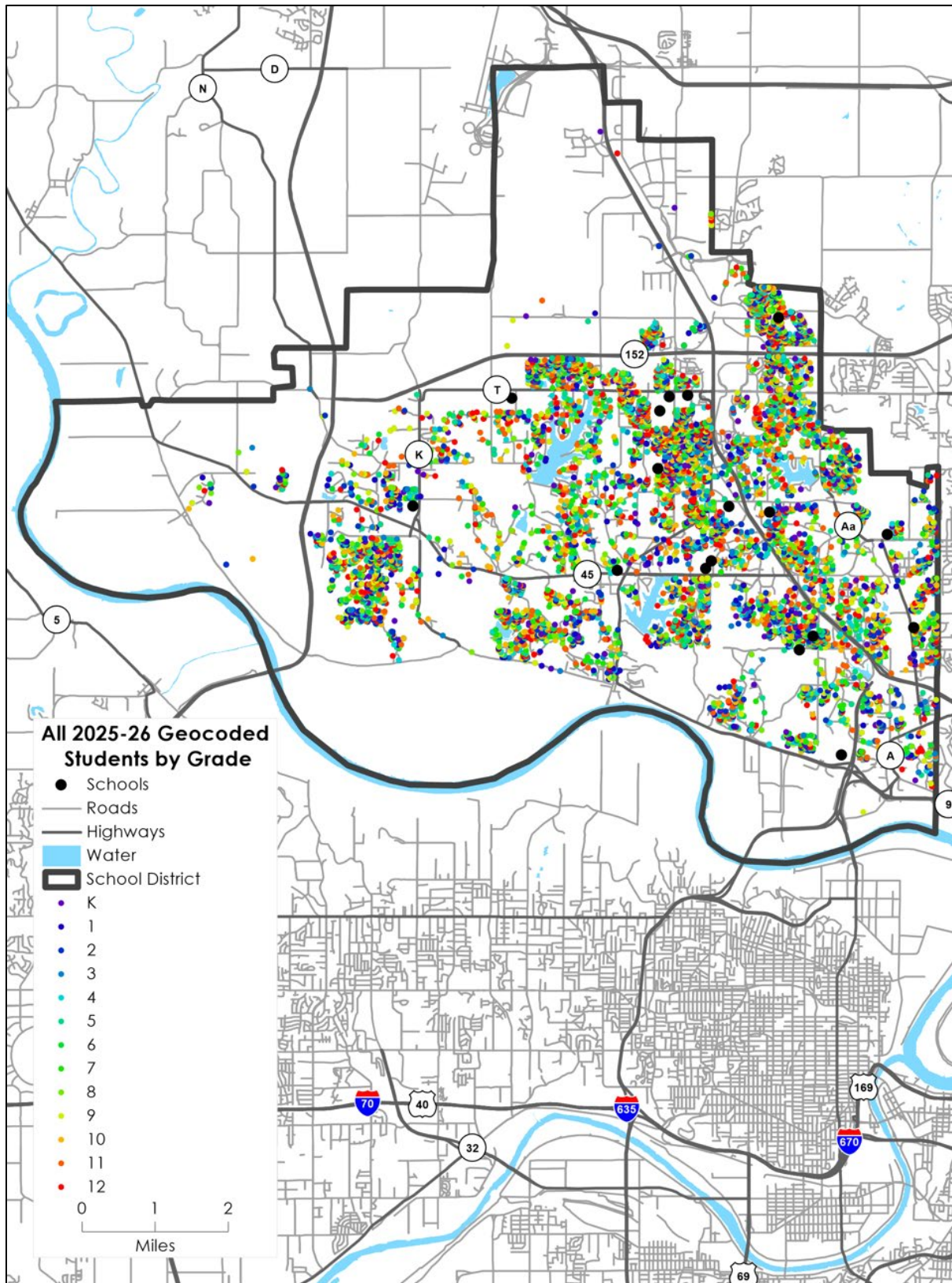
Overall, the grade-level distribution shows larger cohorts currently moving through the upper grade levels of the district, while kindergarten and early elementary cohorts are somewhat smaller. This pattern suggests that total district enrollment may moderate slightly in the coming years as these larger high school cohorts graduate, unless offset by future increases in incoming kindergarten enrollment or new residential development.

Park Hill School District Student Geographic Distribution

The following map illustrates the geographic distribution of all students enrolled in the Park Hill School District during the 2025–2026 school year, with each point representing an individual student plotted according to their residential location within the district. Students are color-coded by grade level (Kindergarten through 12th grade), allowing the map to display both the overall density of students and the distribution of student cohorts across the district.

Geocoded enrollment maps provide valuable insight into where students live in relation to school facilities, attendance boundaries, and transportation corridors. This type of analysis helps district leaders understand patterns of residential concentration, identify areas of potential enrollment growth, and evaluate how student distribution aligns with existing school locations and capacity.

Students Geocoded by Grade Level



Key Observations

Student Population Concentrated in the Southern Portion of the District. The map shows that the majority of students reside in the southern and central portions of the district, particularly in established residential areas surrounding major transportation corridors such as Route 45 and Highway 152. These areas represent the most densely developed portions of the district and account for the highest concentrations of students.

Lower Student Density in Northern Areas. The northern portion of the district shows lower residential density and fewer student households, reflecting the more rural/industrial character of the area around Kansas City International Airport. While some residential clusters are present, student distribution is more dispersed compared with the southern neighborhoods.

Students Distributed Across Multiple Established Neighborhoods. Rather than a single dominant cluster, students are spread across multiple residential neighborhoods throughout the district, indicating a mature suburban development pattern. This distribution helps support balanced enrollment across elementary attendance areas and contributes to relatively stable feeder patterns into middle and high schools.

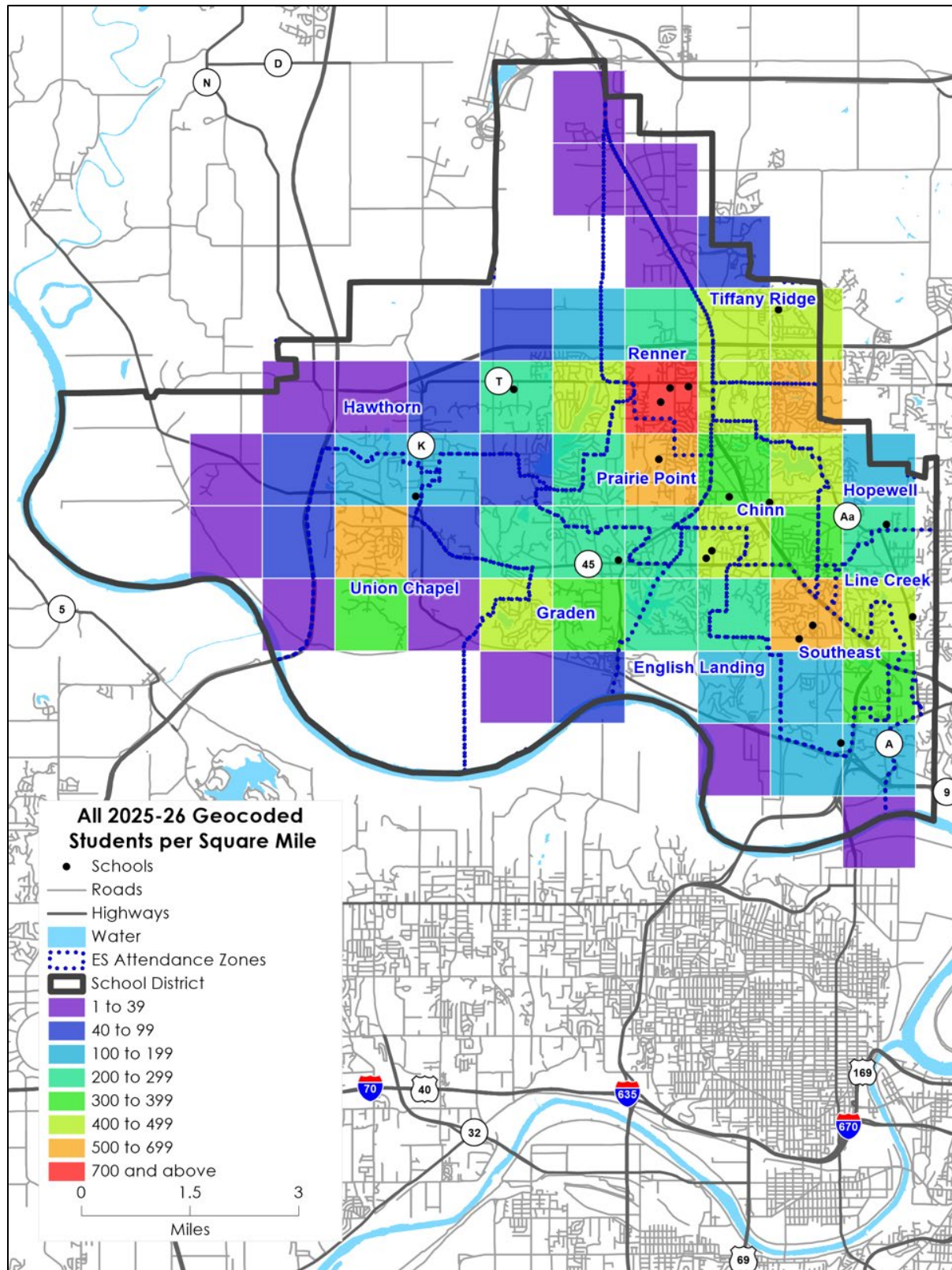
Summary. Overall, the geographic distribution of students reflects the district's established suburban development pattern, with the highest concentrations of students located in areas with the greatest residential density. Understanding where students live within the district provides important context for transportation planning, boundary adjustments, facility utilization, and long-term enrollment projections.

Student Density

The following map illustrates the density of student enrollment across the Park Hill School District for the 2025–2026 school year. Using geocoded residential locations, the map aggregates student counts into square-mile grid cells, allowing the district to visualize where students are most heavily concentrated geographically. Each grid square is color-coded to represent the number of students living within that square mile, ranging from low-density areas (fewer than 40 students) to high-density areas (700 or more students). Elementary attendance boundaries and school locations are also shown to provide additional context.

Student density mapping helps district leaders better understand patterns of residential concentration, evaluate how enrollment aligns with existing attendance boundaries, and identify areas where future enrollment pressures may occur.

Student Density by Square Mile



Key Observations

Highest Student Density in the Central Portion of the District. The highest concentrations of students are located in the central areas of the district, particularly near the Prairie Point, Renner, and surrounding elementary attendance zones. These areas include established residential neighborhoods with higher housing density, which naturally generate larger concentrations of students.

Moderate Density Across Southern Neighborhoods. Much of the southern portion of the district—particularly near Graden, English Landing, Southeast, and Line Creek Elementary attendance areas—shows moderate to moderately high student densities. These neighborhoods represent mature suburban residential development that continues to produce consistent student populations.

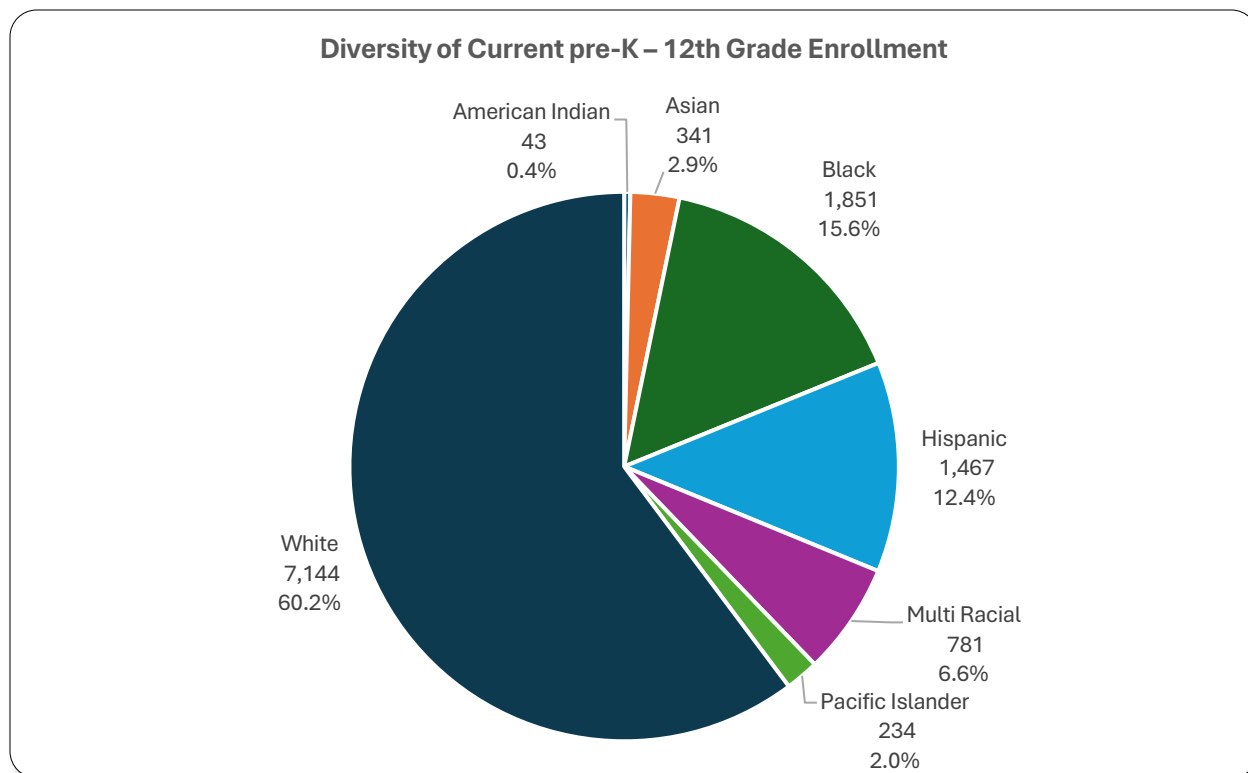
Lower Density in the Northern and Western Areas. The northern and western portions of the district exhibit lower student density, reflecting the more rural or less-developed character of these areas. While some pockets of residential development are present, student populations are more dispersed compared with the central and southern parts of the district.

Summary. Overall, the density map confirms that the majority of the district’s student population resides within established residential corridors in the central and southern portions of the district, while the northern areas remain more sparsely populated. Understanding these geographic enrollment patterns provides important context for transportation planning, attendance boundary management, facility utilization, and long-term enrollment projections.

Park Hill School District Diversity of Current pre-K – 12th Grade Enrollment

The following chart illustrates the racial and ethnic composition of the Park Hill School District’s Pre-K–12 student population for the 2025–2026 school year. The chart reflects student demographic data reported to the Missouri Department of Elementary and Secondary Education (DESE) and provides a snapshot of the district’s diverse student population across all grade levels.

Understanding the demographic composition of the student body is an important component of enrollment analysis, as it helps district leaders monitor long-term population trends, ensure equitable access to educational opportunities, and plan programs and services that support the needs of all students.



Key Observations

White Students Represent the Majority of the Student Population. White students represent the largest portion of the district’s enrollment, with 7,144 students (60.2%) identifying as White. While this group constitutes the majority of the student population, it represents a smaller share of total enrollment than in earlier decades, reflecting gradual demographic diversification within the district.

Black and Hispanic Students Represent Significant Portions of Enrollment. Black students account for 1,851 students (15.6%), making them the second-largest demographic group in the district. Hispanic students represent 1,467 students (12.4%), continuing a trend of steady growth in Hispanic enrollment over the past several years.

Increasing Representation of Multi-Racial Students. Students identifying as Multi-Racial total 781 students (6.6%), reflecting an increasing number of students who identify with more than one racial or ethnic background. This category has grown steadily in many school districts nationwide and contributes to the overall diversity of the student population.

Smaller but Important Student Groups. Several smaller demographic groups are also represented within the district:

- Asian students: 341 students (2.9%)
- Pacific Islander students: 234 students (2.0%)
- American Indian students: 43 students (0.4%)

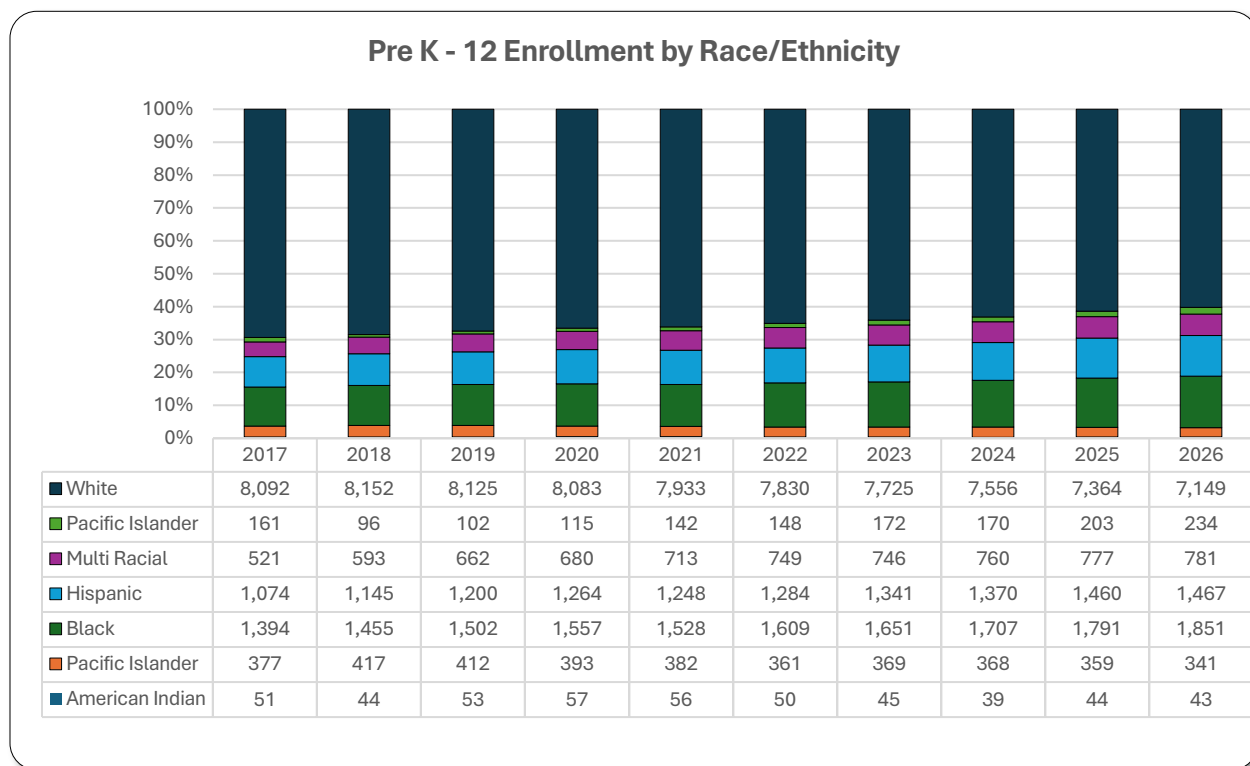
Although these populations represent smaller percentages of the overall student body, they contribute to the district’s cultural and demographic diversity.

Summary. Overall, the Park Hill School District serves a diverse student population, with approximately 40 percent of students identifying as a race or ethnicity other than White. The district’s demographic composition reflects broader regional and national trends toward increasing diversity in suburban school systems. Monitoring these trends over time helps inform planning for instructional programs, student support services, community engagement efforts, and equitable educational opportunities across the district.

Park Hill School District Change in Diverse Populations

The following chart illustrates ten years of student enrollment by race and ethnicity in the Park Hill School District, spanning the 2017–2018 through 2025–2026 school years. The stacked bars show the percentage distribution of students by demographic category, while the accompanying table provides the actual enrollment counts for each group during the same period.

Examining demographic changes over time provides important context for understanding the evolving composition of the district’s student population. Monitoring these trends helps district leaders anticipate shifts in student needs, support inclusive educational programming, and ensure that district policies and services continue to serve a diverse student body.



Key Observations

Gradual Increase in Student Diversity. Over the past decade, the Park Hill School District has experienced a steady increase in student diversity. In 2017, White students represented approximately 69% of total enrollment, while by 2026 that share has declined to roughly 60%. While White students remain the largest demographic group, the proportion of students from other racial and ethnic backgrounds has steadily increased.

Growth in Black and Hispanic Student Populations. Two of the most notable increases have occurred among Black and Hispanic students. Black student enrollment has grown from 1,394 students in 2017 to 1,851 students in 2026, representing one of the largest increases among demographic groups. Hispanic student enrollment has also grown steadily, increasing from 1,074 students in 2017 to 1,467 students in 2026. These trends reflect broader demographic shifts occurring across many suburban communities.

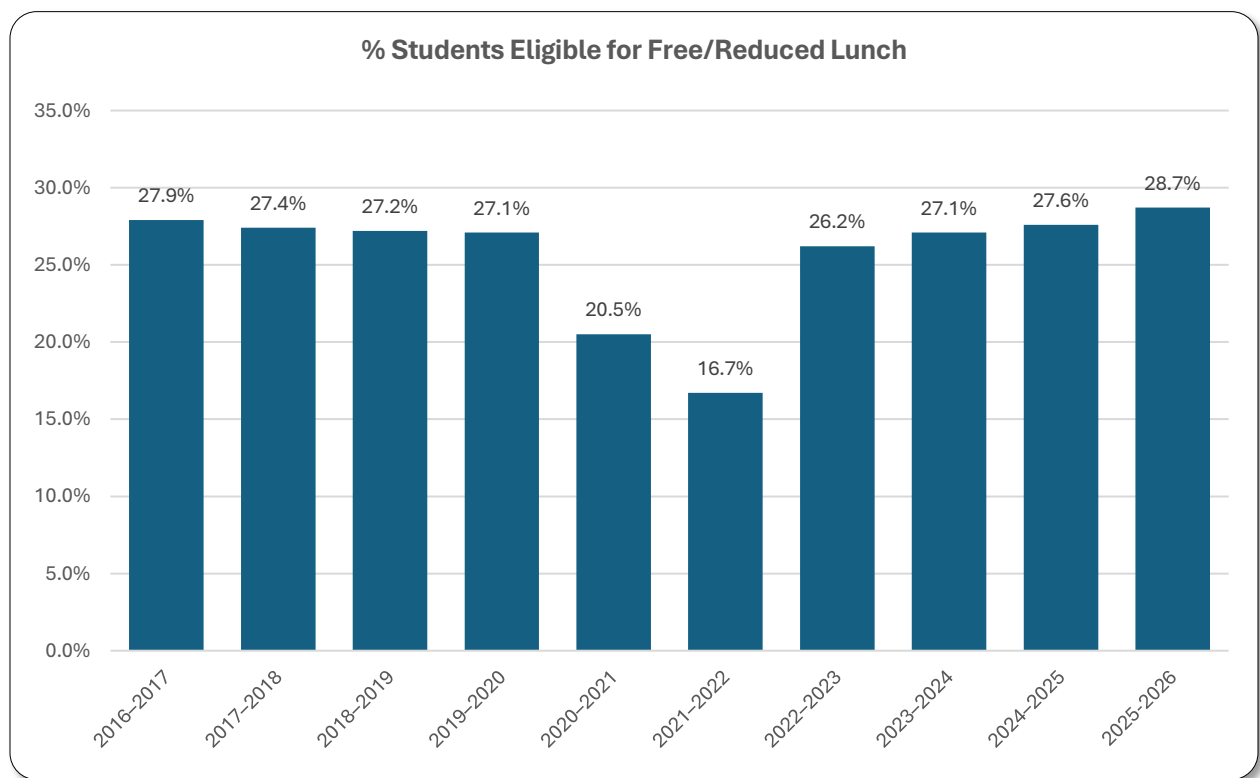
Continued Growth of Multi-Racial Identification. Students identifying as Multi-Racial have also increased during this period, rising from 521 students in 2017 to 781 students in 2026. This trend mirrors national patterns as more students identify with multiple racial or ethnic backgrounds.

Smaller Populations Show Gradual Change. Other demographic groups—including Asian, Pacific Islander, and American Indian students—represent smaller portions of the district’s total enrollment but contribute to the district’s overall diversity. While these groups have fluctuated slightly over the ten-year period, their presence reflects the increasingly varied demographic makeup of the district.

Summary. Overall, the chart demonstrates a clear long-term trend toward increasing demographic diversity within the Park Hill School District. While the total number of students has remained relatively stable in recent years, the composition of the student population has gradually shifted, reflecting broader regional and national demographic patterns. Understanding these changes is important for planning instructional programs, student services, and community engagement strategies that support all students.

Park Hill School District Growth in Free and Reduced Lunch Population*

The following chart illustrates the percentage of Park Hill School District students eligible for free or reduced-price lunch over the past ten school years, from 2016–2017 through 2025–2026. Eligibility for free and reduced-price lunch is commonly used as an indicator of student socioeconomic status and provides insight into economic trends affecting the district’s student population. For consistency with state reporting practices, these percentages are based on the official January enrollment count.



Key Observations

Stable Pre-Pandemic Levels. From 2016–2017 through 2019–2020, the percentage of students eligible for free or reduced-price lunch remained relatively stable, fluctuating within a narrow range between 27% and 28%. This stability suggests that the socioeconomic composition of the district’s student population remained consistent during this period.

Temporary Decline During the Pandemic Period. A significant decline occurred in 2020–2021 and 2021–2022, when eligibility rates dropped to 20.5% and 16.7%, respectively. This decrease was largely associated with temporary federal pandemic-related meal programs, which allowed all students to receive meals regardless of income eligibility and reduced the need for families to complete free and reduced-price lunch applications.

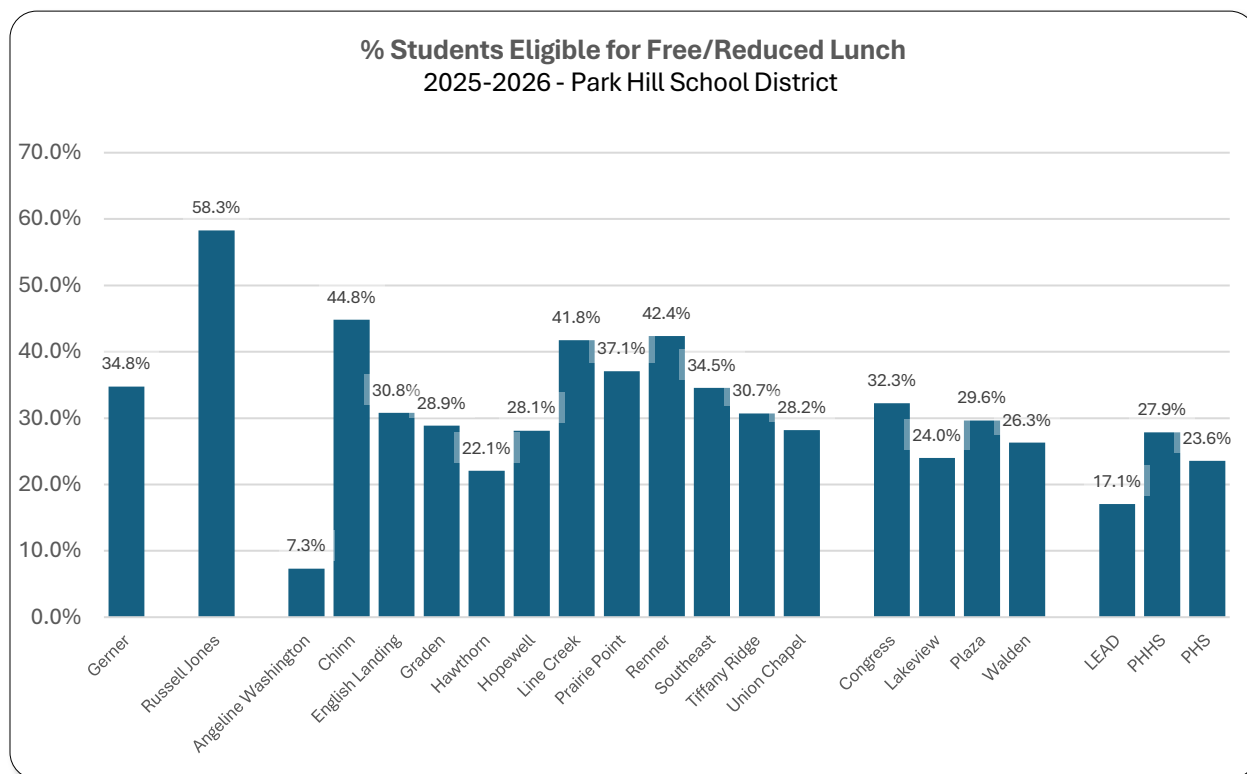
Return to Pre-Pandemic Levels. Following the expiration of universal meal programs, eligibility rates increased again beginning in 2022–2023 and have gradually returned to levels similar to those observed prior to the pandemic. By 2025–2026, the percentage reached 28.7%, slightly higher than the pre-pandemic average.

Summary. Overall, the data indicate that the percentage of students eligible for free or reduced-price lunch in Park Hill has remained relatively consistent over the past decade, aside from the temporary disruption caused by pandemic-era meal programs. The recent return to approximately 28–29% eligibility suggests that the socioeconomic characteristics of the district’s student population have largely stabilized following the pandemic period.

Free and Reduced Lunch Population by School

The following chart illustrates the percentage of students eligible for free or reduced-price lunch at each school in the Park Hill School District for the 2025–2026 school year. Eligibility for free or reduced-price lunch is widely used as an indicator of student socioeconomic status, providing insight into the economic diversity of the district’s student population. For consistency with state reporting practices, these percentages are based on the official January enrollment count.

Analyzing these data at the school level helps district leaders understand how student economic characteristics vary across the district and can inform planning for student support services, resource allocation, and program delivery.



Key Observations

Variation Across Schools Reflects Neighborhood Demographics. The percentage of students eligible for free or reduced-price lunch varies across schools, reflecting differences in the socioeconomic composition of the communities served by each attendance area. Rates among elementary schools generally range between approximately 22 percent and 45 percent, with several schools falling near the district average.

Higher Eligibility Rates at Some Schools. A few schools report higher percentages of students eligible for free or reduced-price lunch. For example, Russell Jones Education Center (58.3%) and Chinn Elementary (44.8%) serve larger proportions of students qualifying for meal assistance programs. These higher percentages often reflect the presence of specialized programs or neighborhood demographic patterns.

Most Schools Cluster Near the District Average. Many elementary schools fall within a relatively narrow band between approximately 28 percent and 35 percent, including schools such as English Landing, Graden, Hopewell, Southeast, and Tiffany Ridge. This clustering suggests that student economic characteristics are relatively consistent across much of the district.

Lower Percentages at Some Programs and Schools. Several schools report lower eligibility rates, including Angeline Washington Elementary (7.3%) and LEAD Innovation Studio (17.1%), reflecting the demographic characteristics of the areas or programs they serve.

Summary. Overall, the chart demonstrates that while economic diversity varies by school, most Park Hill schools fall within a relatively moderate range of free and reduced-price lunch eligibility. Understanding these patterns helps district leaders ensure that resources, student supports, and instructional programs are appropriately aligned with the needs of each school community.

Park Hill School District Mobility Data

Student mobility—the movement of students into and out of a school district during their academic careers—represents an important factor in understanding enrollment patterns and student stability. A student is considered mobile when they transfer into the district after previously attending school elsewhere. Research has shown that high levels of mobility can be associated with challenges for students, including disruptions to instructional continuity, lower academic achievement, and reduced opportunities to build sustained relationships with teachers and peers.

Like all school districts, the Park Hill School District experiences some level of student mobility each year. While transfers between schools within the district typically involve relatively consistent educational programming, students transferring into the district from other school systems may encounter differences in curriculum pacing, instructional approaches, or academic expectations. Monitoring mobility trends helps district leaders better understand enrollment changes and the extent to which new students are entering the district each year.

For the purposes of this report, student mobility is defined as the percentage of students enrolled in the district who were not enrolled in Park Hill during the previous school year. Kindergarten students are excluded from this calculation because they are entering the school system for the first time and therefore cannot be considered mobile under this definition.

This section includes the following visualization:

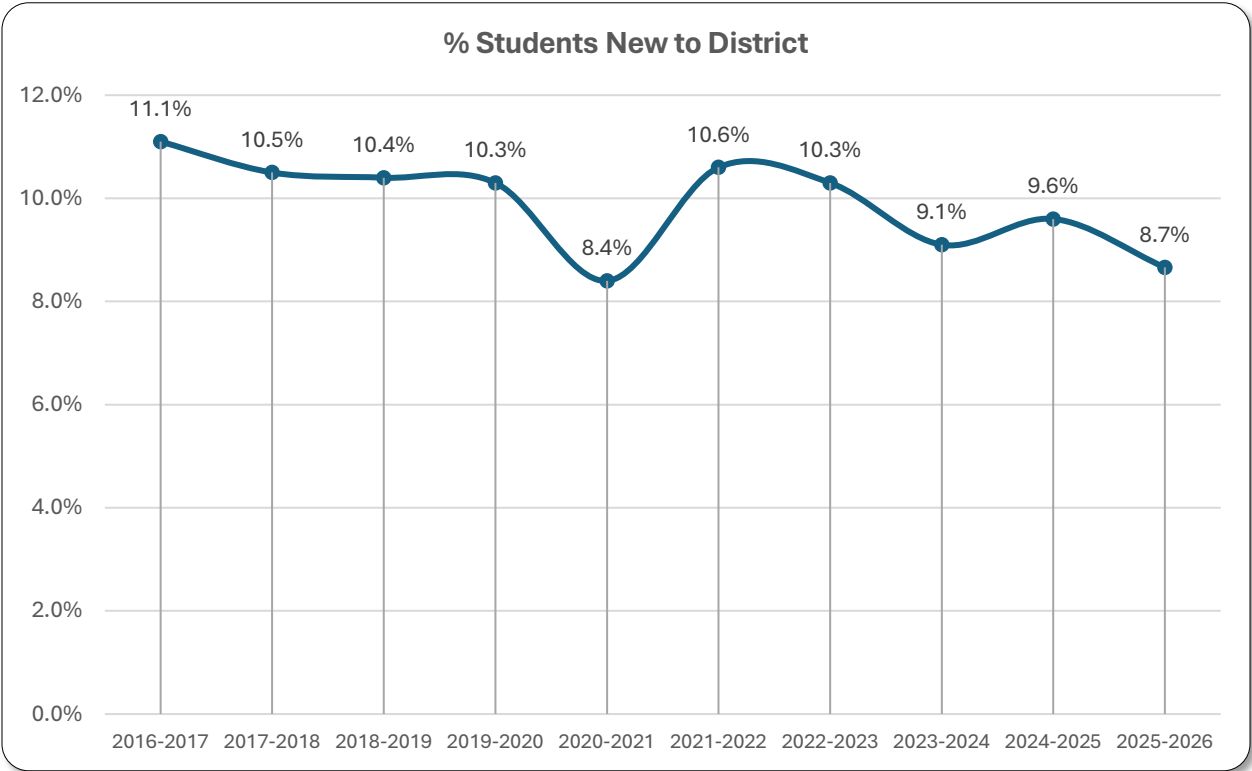
10-Year Student Mobility Rate. This chart illustrates the percentage and number of students who are new to the Park Hill School District during each of the past ten school years, providing insight into the level of student movement into the district over time.

Understanding these trends provides additional context for interpreting overall enrollment patterns and helps inform planning related to instructional programming, staffing, and student support services.

Student Mobility Rate

The following chart illustrates the percentage of students enrolled in the Park Hill School District who were new to the district during each of the past ten school years, from 2015–2016 through 2025–2026. For the purposes of this analysis, a student is considered new to the district if they were not enrolled in the Park Hill School District during the previous school year. Kindergarten students are excluded from this calculation because they are entering the school system for the first time.

Tracking the percentage of students new to the district provides insight into student mobility and residential turnover within the community, both of which can influence enrollment patterns, instructional continuity, and planning for student services.



Key Observations

Gradual Decline in Mobility Over Time. Over the past decade, the percentage of students new to the district has generally declined from 11.6% in 2015–2016 to 8.7% in 2025–2026. This downward trend suggests that the district has experienced greater enrollment stability in recent years, with fewer students entering the district from outside school systems.

Temporary Dip During the Pandemic Period. The percentage of students new to the district dropped to 8.4% in 2020–2021, which likely reflects the reduced residential mobility and housing turnover that occurred during the COVID-19 pandemic.

Short-Term Increase Following the Pandemic. In 2021–2022, the rate temporarily increased to 10.6%, possibly reflecting delayed household moves or changes in residential patterns as pandemic conditions eased.

Recent Stabilization at Lower Levels. Since 2022–2023, the percentage of students new to the district has remained relatively stable, fluctuating between 8.7% and 9.6%, which is slightly below the levels observed earlier in the decade.

Summary. Overall, the data suggest that approximately one out of every ten students enrolled in the district each year is new to the Park Hill School District, although this share has gradually decreased over time. Monitoring student mobility trends helps the district better understand community population patterns and provides important context for enrollment forecasting, instructional planning, and student support services.

Future Enrollment Projections

Introduction – using K-12 Student Enrollment Projections

Student enrollment projections are a critical planning tool for the Park Hill School District, providing district leaders with essential insight to support long-range strategy, responsible budgeting, and clear communication with the community. Serving a diverse and growing suburban population in southern Platte County and the northern Kansas City metropolitan area, the district relies on accurate enrollment forecasts to align staffing, facilities, and financial planning with evolving demographic, housing, and economic conditions.

By anticipating future enrollment patterns, the Park Hill School District is better positioned to maintain high-quality learning environments, ensure efficient use of resources, and remain responsive to the educational needs of its students and families.

Effective Budgeting and Resource Management

Anticipating funding needs: Reliable enrollment projections allow the district to estimate future financial requirements for staffing, facilities, transportation, and instructional materials with greater accuracy. This supports budget planning that is both responsive and sustainable, helping the district avoid over-allocating resources during periods of enrollment stabilization or decline while ensuring appropriate investment during growth, program expansion, or facility improvement cycles.

Optimizing staffing levels: Enrollment forecasts also inform decisions related to teacher assignments, support staff allocations, and specialized program staffing. By understanding how student populations are expected to shift across grade levels and schools, the district can maintain balanced class sizes, support compliance with instructional and operational standards, and promote equitable access to academic and student support services throughout the system.

Prioritizing facility investments: Enrollment projections play a central role in long-range facilities planning. Decisions related to capital improvements, maintenance priorities, grade configurations, and future building needs are closely tied to where enrollment growth or contraction is expected to occur. For a district serving communities across a geographically diverse area of Platte County, understanding the timing and location of enrollment shifts is essential to maintaining safe, efficient, and appropriately utilized facilities.

Strategic Planning and Program Development

Identifying program needs: School-level and grade-level enrollment trends help the Park Hill School District anticipate demand for a wide range of instructional programs and services, including early childhood education, special education services, English learner support, gifted education, alternative learning pathways, and career and technical education opportunities aligned with regional workforce needs.

Addressing capacity issues: Enrollment projections also assist the district in identifying potential capacity challenges. Schools experiencing projected overcrowding or underutilization can be identified well in advance, allowing district leaders to proactively evaluate options such as

attendance boundary adjustments, facility expansion, space repurposing, or strategic program placement before operational challenges arise.

Informing long-term planning: When combined with demographic, housing, and economic data, enrollment projections provide a strong foundation for informed strategic decision-making. This integrated, forward-looking approach supports thoughtful planning related to capital investments, staffing plans, and the equitable distribution of district resources, enabling the district to remain proactive and adaptable as community conditions evolve.

Community Engagement and Advocacy

Demonstrating accountability: Sharing enrollment projections promotes transparency and reinforces public trust in the district's planning and fiscal management practices. Data-driven forecasting helps demonstrate that decisions related to facilities, staffing, and financial priorities are grounded in careful analysis and aligned with community conditions.

Advocating for resources: Accurate enrollment forecasts also strengthen the district's ability to advocate for state and local resources, ensuring that funding levels reflect the evolving needs of Park Hill students and families.

Building community partnerships: Enrollment trends also support collaboration with municipal leaders, housing developers, employers, and other community stakeholders, fostering coordinated planning efforts that enhance educational opportunities and contribute to the continued vitality of the region.

In summary, enrollment projections are more than statistical estimates; they are a strategic planning resource. For the Park Hill School District, these forecasts provide a framework for anticipating demographic change, allocating resources responsibly, and sustaining strong partnerships with the community. By understanding the factors shaping enrollment today, district leaders can plan with confidence for the classrooms, programs, and facilities that will serve students well into the future.

Core Data Inputs and Methodological Sources

Reliable enrollment projections depend on a comprehensive understanding of the community and its demographic dynamics—past, present, and future. For the Park Hill School District, accurate forecasting begins with a broad set of data sources that capture historical enrollment patterns alongside the external forces shaping future change.

This analysis draws upon multiple perspectives, including district enrollment records, demographic trends, population forecasts, and economic and housing indicators across Platte County and the northern Kansas City metropolitan region. Each dataset provides distinct insight into how and why enrollment shifts occur, and together they form the analytical foundation of the projection models used throughout this report.

By integrating these diverse sources, the Park Hill School District is able to produce projections that are data-driven, contextually grounded, and reflective of the district's unique geographic, demographic, and economic conditions. This comprehensive approach enables district leaders to anticipate emerging needs, evaluate potential risks, and plan confidently for the years ahead.

Core Data Inputs

Historical enrollment trends: Multi-year K–12 enrollment records for the Park Hill School District serve as the baseline for all projections. These data illustrate long-term patterns of growth, stabilization, and cohort variation across the district, as well as grade-level trends among schools and feeder patterns. Historical enrollment trends support cohort-based analysis, identify key inflection points, and establish the starting conditions for each projection scenario.

Cohort survival and retention analysis: Cohort survival analysis examines how groups of students progress from one grade level to the next over time, revealing consistent patterns of retention, mobility, and attrition within the district. Cohort survival ratios quantify year-to-year grade transitions, including primary entry points such as Kindergarten and ninth grade, as well as student losses associated with residential movement, inter-district transfers, or alternative educational placements. These patterns are essential to projecting future class sizes, staffing needs, and facility utilization across schools.

Demographic and population forecasts: Demographic data from the U.S. Census Bureau, regional planning sources, Esri Community Analyst, and third-party population forecasts provide insight into population change, age structure, household composition, and migration trends within Platte County and the broader Kansas City region. These indicators help determine whether the community is experiencing shifts in birth rates, changes in the school-age population, or broader demographic transitions that influence long-term enrollment.

Housing and development data: Housing conditions are a leading indicator of future enrollment change. Data related to residential construction, subdivision activity, multifamily development, redevelopment trends, housing turnover, and vacancy rates help identify where new students may enter the district or where enrollment pressures may ease. These factors are particularly relevant in the Park Hill attendance area, where patterns of suburban development, infill housing, and neighborhood turnover vary across the district.

Economic and employment conditions: Local and regional economic conditions influence family mobility, household stability, and long-term population trends. Indicators such as major employer presence, employment growth or contraction, industry composition, and wage trends provide important context for understanding whether families are likely to remain in, relocate to, or leave the Park Hill community. Incorporating these factors strengthens enrollment projections by accounting for economic forces that shape population change.

Together, these data sources provide the core inputs used across all enrollment projection models presented in this report. By examining enrollment trends through multiple analytical lenses, the Park Hill School District is better equipped to understand the drivers of change and to plan proactively for future enrollment conditions.

Integration and Application

Taken together, the datasets used in this analysis provide a comprehensive framework for understanding student enrollment change in the Park Hill School District. Historical enrollment patterns document what has occurred over time; demographic, housing, and economic indicators help explain why those changes have taken place; and the projection models estimate what is likely to occur in future years.

This integrated approach ensures that the district’s enrollment projections are both quantitatively sound and contextually meaningful, providing district leaders with a reliable foundation for decisions related to staffing, facilities, program development, and long-range financial planning.

Essential Datasets

Historical K-12 Student Enrollment

Over the past five decades, the Park Hill School District has experienced significant changes in student enrollment that reflect broader demographic, housing, and economic trends across southern Platte County and the northern Kansas City metropolitan area. Historical enrollment records provide important context for understanding how the district has evolved over time and serve as a foundational dataset for the enrollment projection models used in this report.

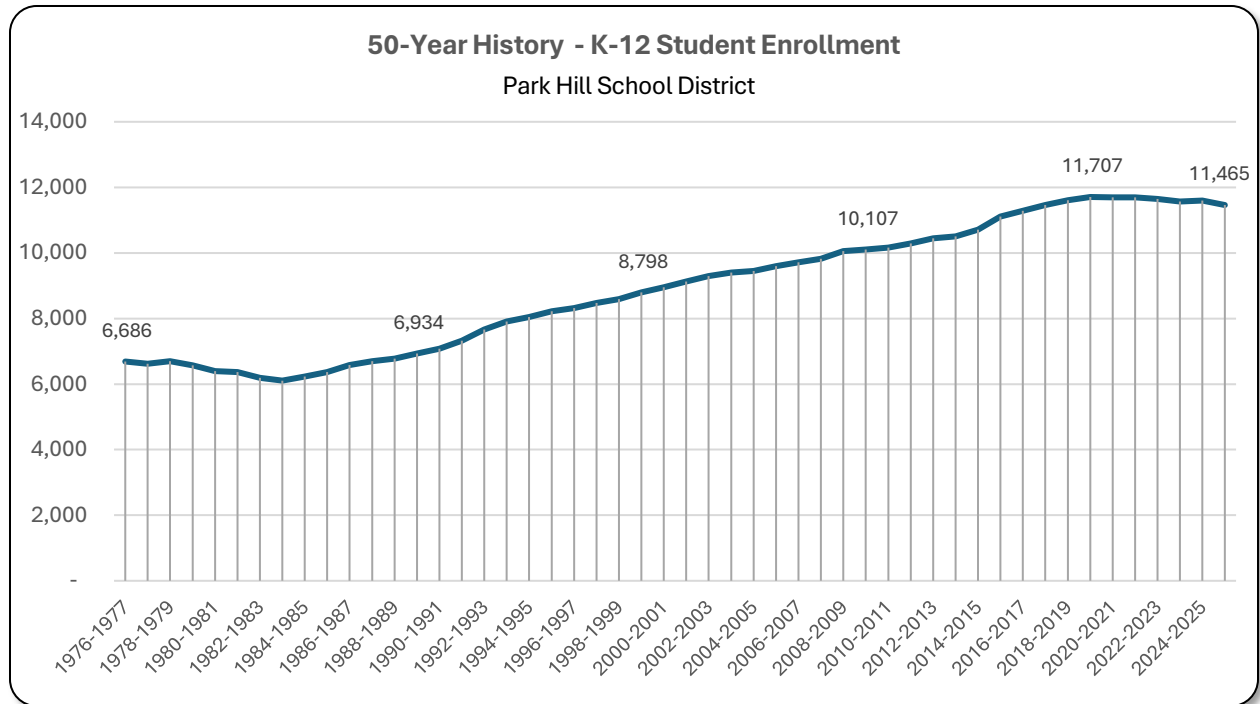
During the late 1970s and early 1980s, district enrollment remained relatively modest, with K–12 enrollment totaling approximately 6,600 students in the 1976–1977 school year. Enrollment declined slightly in the early 1980s before beginning a sustained period of growth associated with suburban expansion and increasing residential development within the district’s attendance boundaries.

Throughout the late 1980s and 1990s, enrollment increased steadily as new housing development accelerated across southern Platte County. By the early 1990s, district enrollment had surpassed 7,000 students, and continued residential growth drove enrollment to nearly 9,000 students by the 2000–2001 school year. This period marked the beginning of a long-term growth phase for the district.

Enrollment growth continued through the 2000s and early 2010s, reflecting ongoing suburban development and population increases in the Kansas City metropolitan area. During this period, several large student cohorts entered the district and progressed through the grade levels, steadily increasing overall enrollment. By 2008–2009, total K–12 enrollment exceeded 10,000 students for the first time in district history.

The district’s most significant enrollment expansion occurred during the 2010s, when continued residential development and strong cohort progression drove enrollment above 11,000 students. District enrollment ultimately reached a historic peak of 11,707 students in the 2019–2020 school year.

Following this peak, enrollment has stabilized near historic highs, with only modest fluctuations observed during the early 2020s. By the 2025–2026 school year, total K–12 enrollment stands at 11,465 students, representing a slight decline from the peak but remaining well within the range observed over the past several years. This pattern suggests that the district has entered a period of relative stability typical of mature suburban school systems, where enrollment changes are increasingly influenced by factors such as housing turnover, household composition, and demographic trends rather than large-scale residential expansion.



Recent enrollment behavior is particularly important for projection modeling. Because enrollment forecasts rely heavily on **cohort survival analysis**—tracking how groups of students progress from one grade level to the next—the most recent five to ten years of enrollment data provide the strongest empirical foundation for estimating future trends. These data capture grade-level progression, student mobility, and cohort size dynamics that are specific to the Park Hill School District.

Overall, the historical enrollment profile of the Park Hill School District reflects a long-term transition from a smaller suburban district to a large, mature suburban school system serving more than 11,000 students. Understanding these long-term trends—particularly the stabilization of enrollment following several decades of growth—is essential for developing realistic enrollment projections and supporting informed planning for future staffing, facilities, and program needs.

Cohort Survival and Grade Progression Patterns

Cohort survival analysis—also referred to as grade progression analysis—is a widely used and reliable method for projecting future student enrollment. This approach tracks how groups of students move from one grade level to the next over time and calculates the proportion of students who remain enrolled in the district from year to year.

For example, if the Park Hill School District enrolls 900 Kindergarten students in one school year and that same cohort appears as 918 first-grade students the following year, the cohort survival rate (CSR) for that transition would be calculated as:

$$\text{CSR} = 918 \div 900 \times 100 = \mathbf{102.0\%}$$

A cohort survival rate above 100 percent indicates net cohort growth, typically resulting from families moving into the district or students transferring in from private, parochial, homeschool, charter, or

other educational settings. Rates below 100 percent indicate cohort loss, which may reflect residential mobility, transfers out of the district, or other forms of attrition.

Park Hill School District's cohort survival ratios are calculated for each grade transition from Kindergarten through Grade 12. When examined across multiple years, these ratios reveal consistent patterns of enrollment gain or loss by grade level. As is common in suburban districts experiencing residential development and housing turnover, Park Hill may experience modest cohort gains in the early elementary grades, reflecting in-migration of families with school-aged children, while later grade levels may show slight attrition as students relocate, pursue alternative schooling options, or graduate early.

Cohort survival analysis is most reliable when it is based on multiple years of enrollment data rather than a single year-to-year comparison. Isolated events—such as unusually large or small incoming classes, short-term housing fluctuations, policy changes, or temporary demographic disruptions—can distort individual transition rates. To reduce the influence of these anomalies, Park Hill School District applies multi-year averages, typically spanning three to five years. These averaged rates smooth short-term volatility and better reflect the underlying, stable patterns of student movement through the district.

These multi-year cohort survival averages form the statistical backbone of the district's enrollment projections. They translate recent enrollment history—particularly the most current five-year period—into dependable indicators of how students persist, enter, or exit the system over time. Because these ratios are derived entirely from district-verified enrollment data, they reflect Park Hill's unique community characteristics, housing patterns, feeder structures, and student mobility dynamics, rather than statewide or national averages.

One limitation of cohort survival analysis is that it cannot independently predict future Kindergarten enrollment, since those students have not yet entered the school system. To address this limitation, Kindergarten projections incorporate additional indicators such as birth trends, early childhood population estimates, housing development activity, and broader demographic patterns within the Park Hill School District attendance area.

Despite this constraint, cohort survival analysis remains the most effective method for modeling near-term enrollment change. When strengthened through multi-year averaging and anchored to a current baseline year, it provides a clear, data-driven view of how student cohorts grow, contract, or stabilize as they progress through Park Hill schools. This insight directly supports informed decision-making related to staffing levels, school capacity, facilities planning, and long-range financial strategy.

Cohort Survival Findings

Cohort survival analysis measures how groups of students progress from one grade to the next and serves as the primary analytical method used to forecast future enrollment in the Park Hill School District. Cohort survival ratios (CSRs) quantify the percentage of students who advance from one grade level into the next school year. Ratios above 100 percent indicate net cohort growth, while ratios below 100 percent reflect cohort decline. These values capture real enrollment dynamics driven by residential mobility, transfers between districts or schooling options, grade retention, and other changes in student participation.

Park Hill School District's cohort survival ratios were calculated using one through five years of district-verified enrollment data, allowing for direct comparison between short-term and longer-term progression patterns.

Years of Enrollment Data	1-Year of Data	2-Years of Data	3-Years of Data	4-Years of Data	5-Years of Data	Variance
K→1st	103.1%	103.9%	103.7%	103.0%	103.2%	0.000014
1st→2nd	100.4%	100.8%	101.7%	101.7%	101.4%	0.000027
2nd→3rd	99.6%	101.4%	101.8%	100.8%	100.7%	0.000055
3rd→4th	101.6%	100.5%	99.6%	100.0%	100.3%	0.000043
4th→5th	99.3%	101.7%	100.8%	100.8%	101.1%	0.000063
5th→6th	100.8%	101.1%	101.1%	101.3%	101.0%	0.000003
6th→7th	100.8%	101.4%	100.1%	100.1%	100.2%	0.000025
7th→8th	98.9%	100.2%	100.1%	100.6%	100.9%	0.000048
8th→9th	103.0%	103.7%	103.3%	102.9%	103.8%	0.000013
9th→10th	99.2%	100.2%	100.4%	100.0%	99.5%	0.000021
10th→11th	99.5%	98.8%	98.2%	98.5%	98.3%	0.000021
11th→12th	98.1%	98.4%	98.2%	98.6%	98.7%	0.000005

As illustrated in the cohort survival table, shorter timeframes—particularly one- and two-year averages—exhibit greater variability from grade to grade. This variability reflects sensitivity to year-specific events such as unusually large or small cohorts, short-term demographic changes, housing turnover, or temporary enrollment shifts. While these shorter windows can provide useful context, they are more susceptible to volatility and do not consistently represent stable enrollment behavior.

For this reason, the five-year cohort survival averages are used as the analytical foundation for all enrollment projections presented in this report. The five-year averages provide the most stable and representative view of how students typically progress through the Park Hill School District. By incorporating multiple cohorts across varying conditions, this longer window smooths short-term anomalies and minimizes the influence of one-time fluctuations, resulting in ratios that more accurately reflect persistent enrollment patterns.

When examined using the five-year averages, Park Hill's cohort survival pattern typically reveals several consistent trends. Early elementary transitions often show stability or slight cohort growth, reflecting in-migration of families with younger children and new residential development within the district boundaries. Progression through the elementary grades generally remains close to 100 percent, indicating strong cohort persistence through the primary years.

Middle school transitions typically demonstrate stable enrollment progression with only modest attrition. Cohort survival ratios across grades six through eight generally remain near equilibrium, reflecting relatively consistent retention of students through the middle grades.

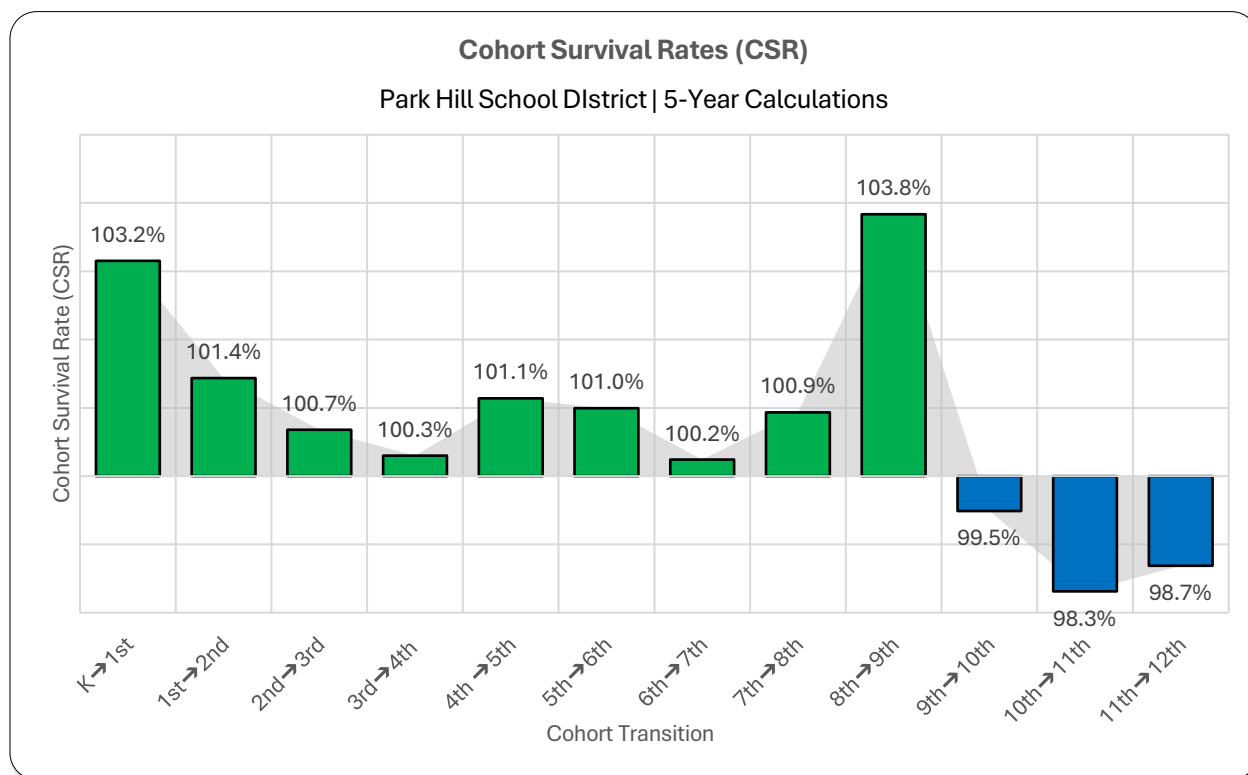
At the high school level, cohort survival ratios often decline modestly as students progress toward graduation. Transitions from ninth through twelfth grade may reflect factors such as residential

mobility, transfers to specialized programs, early graduation pathways, or other educational choices that influence upper-grade enrollment.

Together, these five-year cohort survival ratios establish a Park Hill–specific enrollment signature that defines how students reliably move through the district over time. By anchoring projections in these long-term, district-derived averages, the resulting enrollment forecasts are statistically robust, resistant to short-term volatility, and closely aligned with the district’s recent enrollment dynamics. This approach ensures that the projections presented in the sections that follow provide a dependable foundation for staffing decisions, facilities planning, and long-range financial strategy.

Cohort Survival Progression Profile

The chart below illustrates the five-year average cohort survival pattern for the Park Hill School District, using cohort survival ratios derived from recent district enrollment data. These ratios demonstrate how a typical group of students progresses from Kindergarten through Grade 12 and highlight the cumulative effects of cohort stability, grade-level transitions, and attrition over time.



Viewed holistically, this cohort progression profile functions as a statistical fingerprint for the Park Hill School District. Because the ratios are calculated entirely from district-verified enrollment data, they reflect local patterns of student entry, persistence, mobility, and exit that are unique to Park Hill’s attendance area, housing patterns, and community demographics rather than relying on generalized statewide or national assumptions.

Inflection Point 1: Modest Cohort Growth in the Early Elementary Grades. In the early elementary years, Park Hill experiences consistent net cohort growth. The transition from Kindergarten to 1st Grade shows the largest increase, with a five-year cohort survival ratio of approximately 103.2

percent. This indicates that additional students typically enter the district between Kindergarten and first grade, likely reflecting families moving into the district after Kindergarten enrollment or students transferring from private, parochial, homeschool, or early childhood programs.

Cohort growth continues at a more moderate level in the 1st to 2nd grade transition (101.4 percent), after which the progression stabilizes. These patterns are typical in suburban districts experiencing ongoing residential turnover and indicate that elementary enrollment in Park Hill is supported by steady in-migration of young families.

Inflection Point 2: Stable Progression Through the Elementary and Middle Grades. From 2nd through 8th grade, cohort survival ratios remain very close to 100 percent, indicating strong cohort stability. Transitions such as 2nd to 3rd grade (100.7 percent), 3rd to 4th grade (100.3 percent), 4th to 5th grade (101.1 percent), and 5th to 6th grade (101.0 percent) demonstrate near-neutral progression with only minor fluctuations.

Middle school transitions similarly remain stable, with ratios of 100.2 percent from 6th to 7th grade and 100.9 percent from 7th to 8th grade. These values indicate that most students who remain enrolled through elementary school continue through the middle grades with minimal attrition and limited disruption.

This sustained stability suggests that Park Hill retains a high proportion of students once they enter the district, reinforcing the reliability of elementary and middle school enrollment for planning purposes.

Inflection Point 3: Expansion at the Transition to High School. A clear inflection occurs at the transition from 8th grade to 9th grade, where the cohort survival ratio increases to approximately 103.8 percent. This increase reflects a modest expansion in cohort size at the point of entry into high school.

Several factors can contribute to this ninth-grade increase, including students transferring into the district for high school programs, grade retention effects, or enrollment shifts associated with family relocation during the middle school years. While not as pronounced as the “ninth-grade bump” seen in some larger districts, this pattern still represents a distinct and consistent enrollment expansion at the high school entry point.

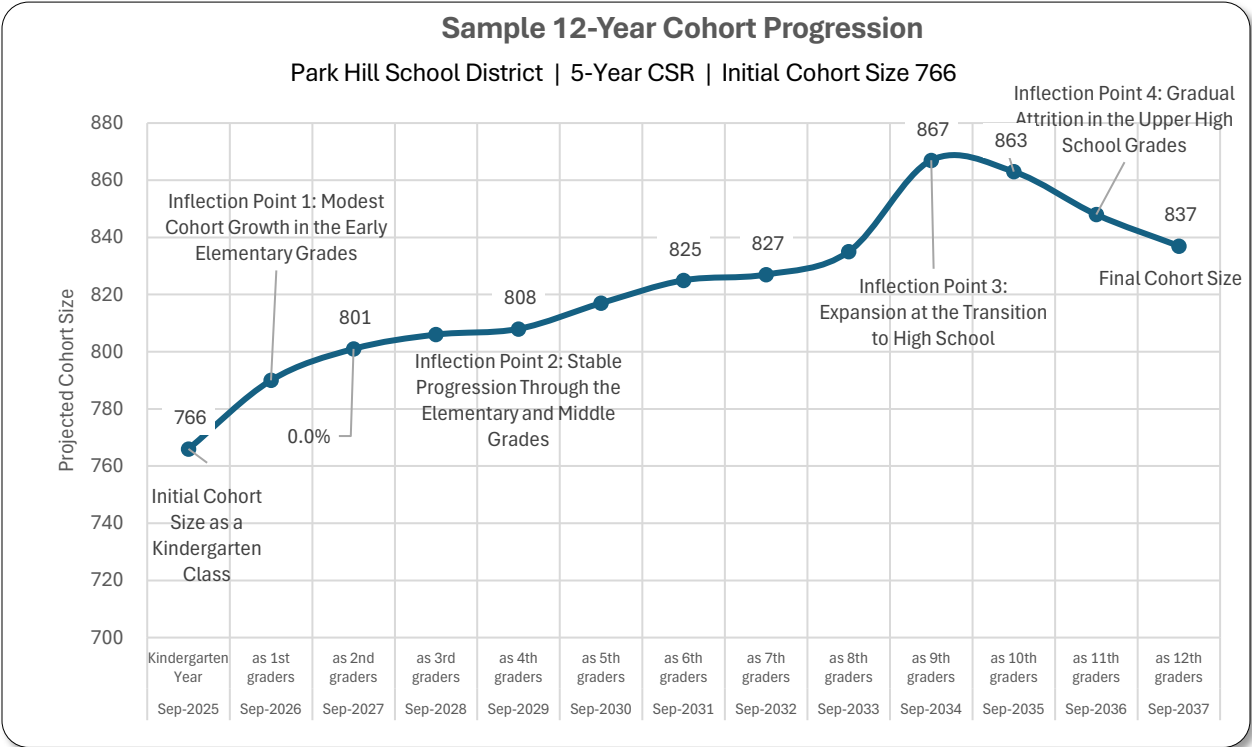
Inflection Point 4: Gradual Attrition in the Upper High School Grades. Following ninth grade, cohort survival ratios begin to decline modestly as students progress through the upper high school grades. The 9th to 10th grade transition (99.5 percent) reflects a slight loss of students, while the 10th to 11th grade transition (98.3 percent) represents the largest cohort decline in the high school years.

The 11th to 12th grade transition (98.7 percent) shows a similar pattern of modest attrition. These declines reflect common factors affecting upper high school enrollment, including residential mobility, transfers to alternative programs, early graduation pathways, and other educational choices that influence student persistence through graduation.

Importantly, the magnitude of these declines remains relatively moderate, indicating that Park Hill maintains strong retention of students through the completion of high school.

Sample 12-Year Cohort Progression Simulation

To further illustrate how cohort survival ratios influence long-term enrollment patterns, the chart below presents a simulated cohort progression for the Park Hill School District based on the district’s five-year average cohort survival ratios. In this example, the current Kindergarten class of 766 students in the 2025–2026 school year serves as the starting point. The district’s observed cohort survival rates are then applied sequentially to estimate how this group of students is likely to progress through each grade level over the next twelve years.



Interpreting the Cohort Simulation. It is important to note that this simulation represents one illustrative cohort pathway rather than a direct enrollment forecast. Actual enrollment outcomes will be influenced by future changes in housing development, demographic conditions, student mobility, and district program offerings. However, the exercise demonstrates how Park Hill’s observed cohort survival ratios shape long-term enrollment behavior across grade levels.

By applying locally derived cohort survival rates to current enrollment, district leaders gain a clearer understanding of how student groups typically expand, stabilize, or contract as they progress through the system. This perspective provides valuable insight into grade-level enrollment dynamics and supports more informed planning for staffing, facilities, and program capacity across the district.

Future Kindergarten Cohorts

Projecting future Kindergarten enrollment represents one of the most important and complex components of long-range enrollment forecasting for the Park Hill School District. Unlike other grade levels—where cohort survival ratios can be applied to estimate how many students will progress

from one year to the next—future Kindergarten students have not yet entered the school system. As a result, traditional cohort survival analysis alone cannot determine the size of incoming Kindergarten classes.

To address this limitation, the district relies on external demographic indicators, the most direct of which is local birth activity. Birth trends provide the earliest and most reliable leading indicator of how many age-eligible children are likely to reside within the district approximately five years later. Birth data compiled from the State of Missouri for southern Platte County and the surrounding Park Hill attendance area provide important context for understanding the likely size of future Kindergarten cohorts.

Birth Trends and Implications for Kindergarten Enrollment

Birth data compiled from Missouri state records indicate that birth activity within southern Platte County has increased in recent years, reflecting continued residential development and population growth within the Park Hill School District attendance area. These increases in births represent a positive demographic signal for the district and suggest that the pool of age-eligible children entering Kindergarten will remain stable or potentially increase in the coming years.

Because children typically enter Kindergarten approximately five years after birth, current birth trends provide a forward-looking indicator of potential enrollment conditions. The observed growth in births within the district's primary residential service area suggests that future Kindergarten cohorts will likely remain stable and continue to support the district's overall enrollment levels.

While year-to-year birth counts can fluctuate due to economic conditions, housing cycles, and broader demographic trends, the overall pattern of birth activity in southern Platte County indicates continued family presence and new household formation within the district, both of which support future elementary enrollment.

From Births to Kindergarten Enrollment

Birth counts alone do not translate directly into Kindergarten enrollment. Several additional factors influence whether a child born within the region ultimately enrolls in the Park Hill School District. These include residential mobility between birth and school entry age, family selection of private or parochial schools, homeschooling, charter school participation, housing availability and turnover, and broader economic conditions that influence family movement into or out of the district.

Because these factors evolve over time, projecting future Kindergarten cohorts requires combining demographic indicators with observed district enrollment behavior rather than relying solely on birth counts.

Kindergarten Yield Ratios

A key analytical tool in this process is the Kindergarten Yield Ratio, which compares the number of students enrolled in Kindergarten to the number of births occurring approximately five years earlier:

$$\text{Kindergarten Yield Ratio} = \text{Kindergarten Enrollment} \div \text{Births Five Years Prior}$$

This ratio measures the proportion of children born within the district's service area who ultimately enroll in the Park Hill School District. It reflects several important factors, including market share,

early childhood education choices, family mobility, and housing dynamics within southern Platte County.

Once established using recent, district-verified enrollment data, the yield ratio can be applied to future birth counts or projected age-five populations to estimate likely Kindergarten enrollment in upcoming years.

Application Within the Projection Models

In this study, future Kindergarten enrollment is estimated using multiple complementary approaches. One model projects Kindergarten enrollment based primarily on recent historical enrollment patterns within the Park Hill School District. A second model incorporates demographic indicators—including Missouri birth data, local population trends, and Kindergarten Yield Ratios—to produce estimates grounded in the underlying child population.

Additional projection scenarios further refine these estimates by considering housing development patterns, residential turnover, and broader demographic conditions affecting southern Platte County.

Together, these approaches provide a comprehensive framework for estimating future Kindergarten cohorts. By integrating local enrollment behavior, birth trends, yield ratios, and broader demographic context, the Park Hill School District can anticipate early-grade enrollment patterns with greater confidence and ensure that staffing, classroom capacity, and early elementary programming remain aligned with the needs of future students.

Future School-Aged Children

Understanding long-term enrollment patterns in the Park Hill School District requires examining not only current student enrollment but also the underlying population of school-aged children residing within the district's attendance area. The number of children between the ages of 5 and 17 represents the potential pool of students who may enroll in district schools. However, district enrollment is ultimately determined by both demographic conditions and family participation patterns.

To evaluate future trends in the school-aged population, this analysis incorporates multiple independent demographic and population forecasting sources. These include estimates and projections from the U.S. Census Bureau, as well as several widely used third-party demographic services, including PopStats, Esri Community Analyst, and Claritas population forecasting models. Each of these sources provides independent estimates of future population characteristics based on housing development patterns, migration trends, household composition, and age-cohort progression.

While the methodologies of these forecasting services vary, the overall findings are remarkably consistent. Across these independent sources, the Park Hill School District attendance area is projected to experience a gradual demographic maturation, meaning that the population structure is shifting toward older households and fewer families with young children entering the community.

Demographic Maturation of the Park Hill Attendance Area

The Park Hill School District has experienced several decades of residential growth associated with suburban expansion in southern Platte County and the northern Kansas City metropolitan area. During the district's growth phase—particularly throughout the 1990s, 2000s, and early 2010s—new housing construction and expanding neighborhoods brought significant numbers of young families into the district, contributing to steady enrollment growth.

However, as residential development within much of the district has matured, demographic patterns are beginning to change. Many of the neighborhoods that originally drove enrollment growth are now entering later stages of their housing life cycle. Homes purchased by young families during earlier development periods are increasingly occupied by households whose children have already graduated or are approaching graduation.

This natural demographic transition—often referred to as neighborhood maturation—typically results in a gradual decline in the proportion of households with school-aged children. As a result, even when the total population within a community remains stable, the number of children ages 5–17 may decline modestly over time.

Population Forecast Consensus

Population projections from U.S. Census estimates, PopStats, Esri, and Claritas generally align in their expectations for the Park Hill attendance area. While each model uses different analytical techniques, all project relatively modest changes in total population alongside a slight decline in the number of school-aged children over the next decade.

This projected decline is expected to be gradual rather than abrupt, reflecting several overlapping demographic factors:

- Aging housing stock and neighborhood maturation, leading to fewer households with school-aged children
- Slower residential development compared to earlier growth periods in southern Platte County
- Smaller birth cohorts nationally and regionally, which reduce the number of children entering elementary school
- Household size reductions, with fewer children per household than in prior decades
- Regional migration patterns, including young families relocating to newer housing developments outside the district boundaries

Taken together, these factors suggest that the pool of potential students residing within the district will likely decline slightly over the next ten years.

Implications for Student Yield

Changes in the school-aged population directly influence student yield, which represents the proportion of children living within the district who ultimately enroll in Park Hill schools. As communities mature, student yield typically declines because a smaller share of households include school-aged children.

Even when the district continues to attract families and maintain strong educational programs, demographic maturation alone can gradually reduce the number of potential students entering the system.

Importantly, the demographic forecasts reviewed for this study do not indicate a dramatic contraction in the school-aged population, but rather a moderate and gradual decline. This suggests that future enrollment changes in the Park Hill School District are likely to be driven more by demographic maturation and cohort size changes than by sudden population shifts.

Planning Implications

The consensus across multiple demographic forecasting services indicates that the Park Hill School District is entering a stable but mature enrollment phase. Future enrollment levels will increasingly be influenced by demographic cohort sizes and housing turnover rather than large-scale residential expansion.

For long-range planning, this means that district enrollment projections should account for the gradual reduction in school-aged population expected over the next decade. By incorporating demographic forecasts alongside historical enrollment behavior and cohort survival patterns, the projection models used in this report provide a balanced and realistic estimate of future enrollment conditions.

Understanding these broader population dynamics allows district leaders to plan proactively for staffing, facilities utilization, and program delivery, ensuring that resources remain aligned with the evolving demographic characteristics of the Park Hill community.

Households and Local Economic Factors

Household Trends

Household trends play an important role in understanding and forecasting student enrollment in the Park Hill School District. While population counts and birth data provide valuable insight into long-term demographic change, the number and composition of households offer a more immediate indicator of a community's capacity to generate and sustain school-aged children. Because students originate from households rather than raw population totals, household-level dynamics are a critical contextual factor in enrollment analysis.

U.S. Census data on total households provide a stable and widely used metric for evaluating community change over time. When paired with district enrollment data, household counts allow for the calculation of Student Yield Ratios, which estimate the number of Park Hill students generated per household:

$$\text{Student Yield Ratio} = K\text{--}12 \text{ Enrollment} \div \text{Total Households}$$

Once established using recent, district-verified enrollment data, these ratios can be applied to future household projections—derived from Census estimates or demographic projection services—to support long-range enrollment forecasting. This approach is particularly valuable in communities where enrollment trends are shaped by housing development patterns, residential turnover, and changing household composition rather than short-term birth trends alone.

Household Growth and Maturation in Southern Platte County

Southern Platte County experienced several decades of sustained residential growth beginning in the 1980s and continuing through the early 2010s. During this period, significant housing development occurred across the Park Hill School District attendance area, bringing large numbers of young families into the community and contributing to steady increases in student enrollment.

However, recent housing and demographic data suggest that this period of rapid expansion is transitioning into a more mature residential phase. Many of the neighborhoods that once drove enrollment growth have reached later stages of their housing lifecycle. As homes turn over less frequently and long-time residents age in place, the proportion of households with school-aged children gradually declines.

Housing forecasts compiled from regional planning data and third-party demographic services indicate that new housing starts within the Park Hill attendance area are expected to decline modestly over the next decade, particularly those developments historically associated with young family formation. As available land for large-scale residential construction becomes more limited and development shifts to smaller infill projects, the pace at which new households with children enter the district is expected to slow.

Housing Values and Household Composition

Housing market characteristics further reinforce this trend. The Park Hill School District currently includes some of the highest median home values in the northern Kansas City metropolitan area, particularly within southern Platte County communities such as Parkville and the Northland areas of Kansas City served by the district.

Higher home values often correspond with larger proportions of established households and smaller average household sizes, as housing affordability can influence the types of families moving into the area. As home values rise, the number of first-time homebuyers and younger families entering the district may moderate relative to earlier growth periods.

While these housing characteristics contribute to overall community stability and strong property values, they also tend to reduce the rate at which new households with school-aged children enter the district.

Household Dynamics and Enrollment Implications

Changes in household counts and composition influence enrollment through several interconnected mechanisms:

- Household maturation: Established neighborhoods gradually transition toward fewer households with school-aged children.
- Declining new housing starts: Reduced construction limits the influx of new families that historically supported enrollment growth.
- Residential turnover: Slower turnover rates reduce the frequency with which younger families replace older households.
- Housing affordability: Higher home values may moderate the entry of younger households with multiple children.

Together, these factors suggest that while the total number of households in the Park Hill attendance area will remain stable, the proportion of those households generating school-aged children may decline gradually over time.

Role in Enrollment Forecasting

For forecasting purposes, household-based Student Yield Ratios are incorporated into multiple projection models in this report. By linking K–12 enrollment directly to verified Census household counts—and applying those ratios to projected household trends—the Park Hill School District can estimate future enrollment trajectories with greater sensitivity to local housing conditions and demographic maturity.

This approach ensures that enrollment projections reflect not only historical enrollment patterns, but also the evolving residential structure of the community served by the district.

Local Economic Factors Influencing Enrollment

Local economic conditions shape the environment in which families make decisions about housing, mobility, and school enrollment. While economic indicators do not translate directly into student enrollment counts, they provide important context for understanding broader demographic patterns and household behavior within the district.

Southern Platte County and the northern Kansas City metropolitan area maintain a stable and diverse economic base, supported by employment centers in health care, logistics, technology, manufacturing, and professional services. Proximity to Kansas City’s regional employment centers continues to make the Park Hill area an attractive residential location for many households.

Economic indicators for the region show stable employment growth, rising household incomes, and continued demand for housing in established suburban communities. These conditions contribute to population stability within the district’s attendance area and support the long-term viability of the community.

At the same time, strong housing demand and rising home values have contributed to higher median housing prices within the Park Hill School District compared with neighboring areas. While this reflects the desirability and economic strength of the community, it also influences the types of households entering the housing market and can contribute to the demographic maturation described earlier.

Economic Context and Enrollment Outlook

Importantly, available economic data do not indicate economic decline or instability that would typically drive abrupt enrollment changes. Instead, enrollment trends in the Park Hill School District are more closely tied to demographic lifecycle patterns and housing maturity rather than economic contraction.

Taken together, household trends, housing market conditions, and broader economic indicators suggest that the Park Hill School District is entering a period of long-term demographic stability with modest demographic maturation. While the overall population and household base are expected to remain stable, the number of households generating school-aged children may decline gradually over time.

Understanding these broader demographic and economic dynamics provides important context for the enrollment projections presented in this report. By integrating household trends, housing forecasts, and economic conditions alongside historical enrollment data and cohort survival analysis, the district can plan proactively for staffing, facilities utilization, and program delivery while ensuring that resources remain aligned with the evolving characteristics of the Park Hill community.

Future District Growth Trends

In addition to monitoring student enrollment patterns, the Park Hill School District also evaluates broader population trends within the community to support long-range planning efforts. Examining current and projected demographic patterns—including the distribution of school-aged children, the population of child-bearing age adults, and overall community growth—provides important context for anticipating future enrollment demand and potential facility needs.

Understanding how these demographic groups are changing over time allows the district to identify emerging patterns that may influence future kindergarten cohorts, long-term enrollment stability, and the geographic distribution of students within the district. These insights support informed decision-making related to educational programming, facility planning, and resource allocation.

The following maps provide a geographic perspective on demographic conditions within the Park Hill School District and illustrate how population patterns may influence future enrollment trends.

Estimated Population of the Park Hill School District Community. This map illustrates the estimated population density across the district using census block group data. Census block groups are geographic units defined by the United States Census Bureau and represent the smallest areas for which detailed sample demographic data are published. Displaying population density at this level allows for a more detailed understanding of how residents are distributed throughout the district.

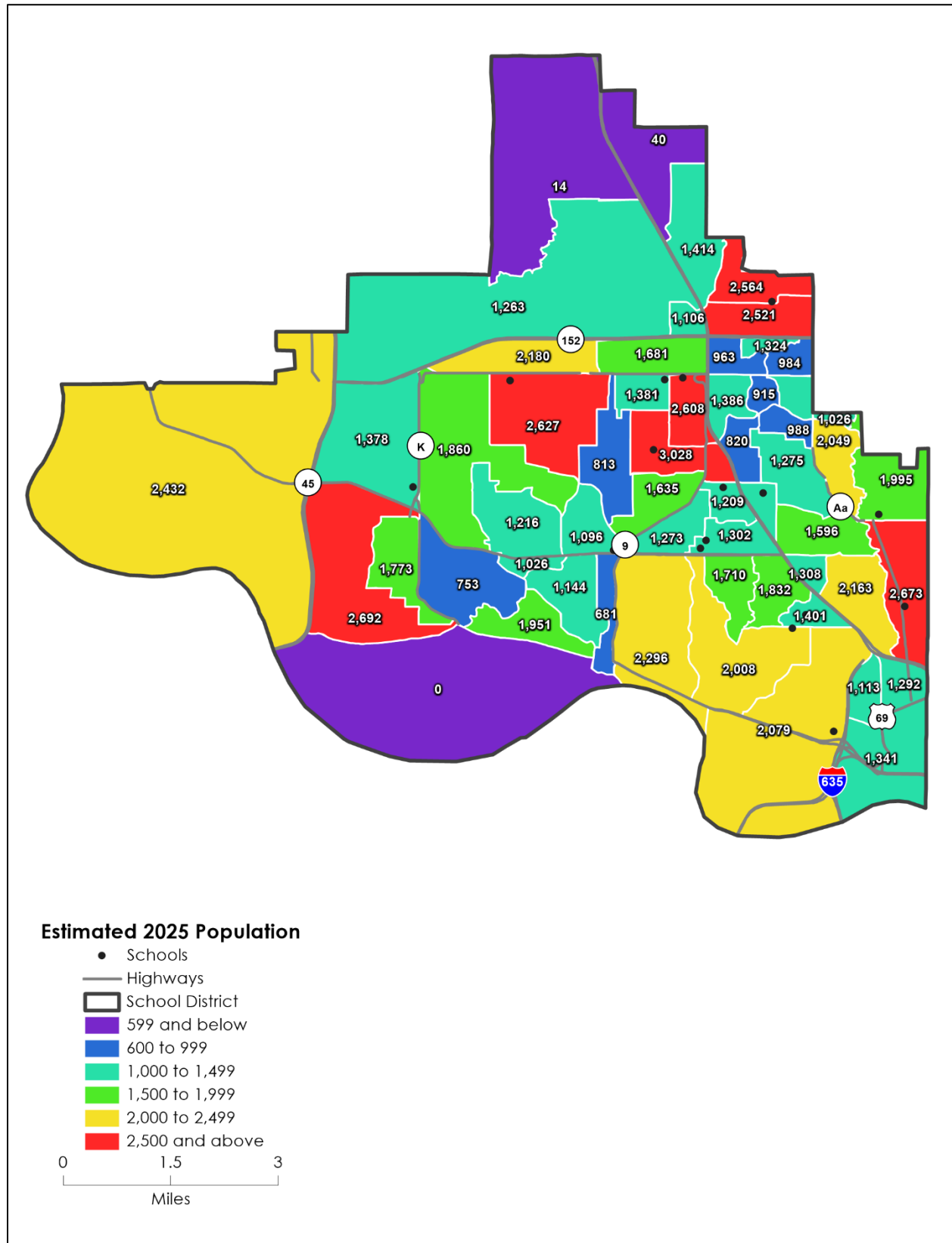
Estimated Rate of Change in Population. This map displays the projected change in total population across census block groups within district boundaries over the next ten years. Areas experiencing population growth or decline can influence future residential patterns and may signal where changes in student enrollment could occur.

Estimated Population of Children Under Age Five. This map illustrates the estimated number of children under the age of five within each census block group. Because children in this age range represent future kindergarten cohorts, their geographic distribution provides an early indicator of where elementary enrollment demand may emerge in the coming years.

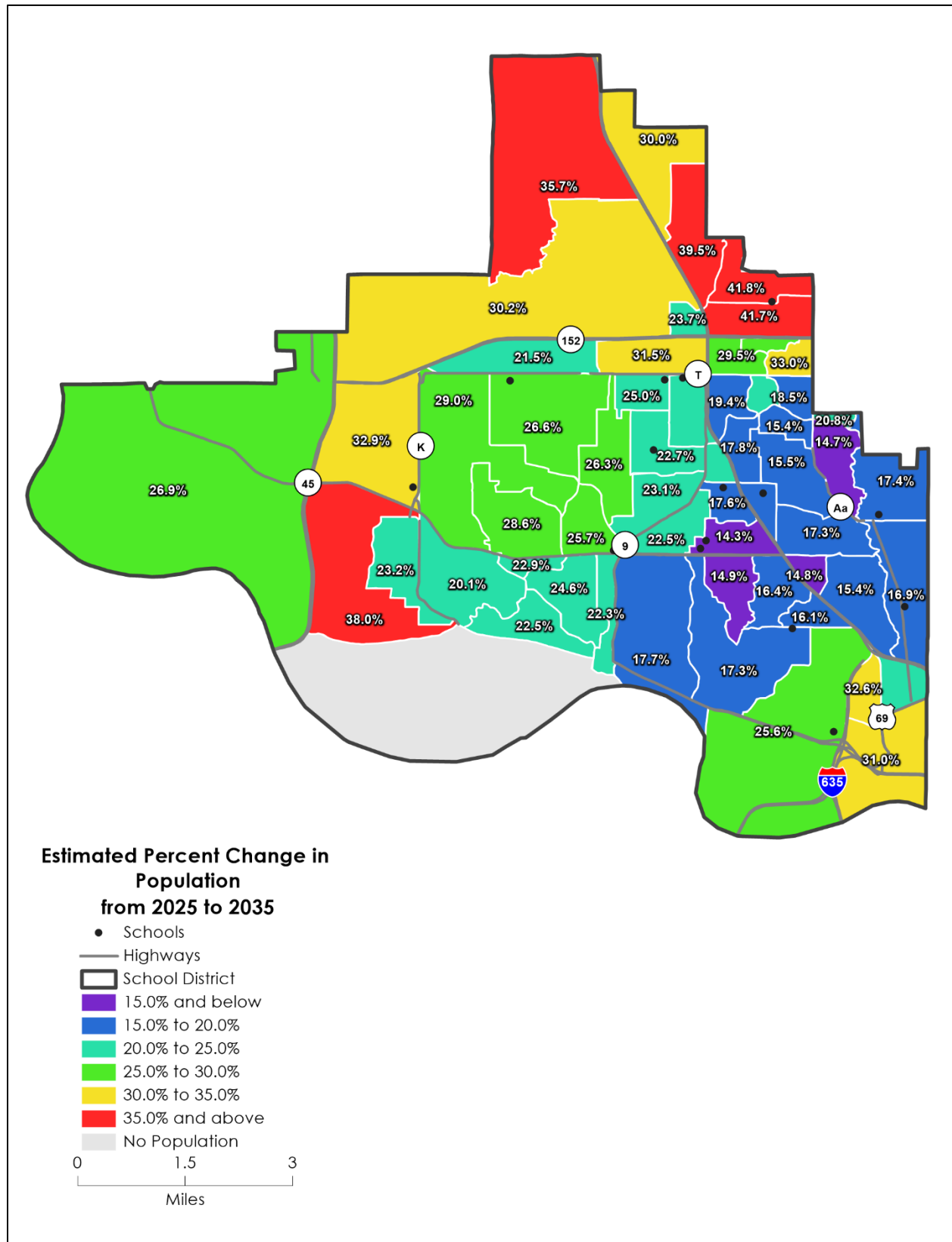
Estimated Change in the Number of Children Under Age Five. This map shows the projected ten-year change in the population of children under the age of five by census block group. Areas with increasing concentrations of young children may indicate potential growth in future elementary enrollment, while areas with declining numbers may signal stabilizing or gradually decreasing enrollment pressure.

Together, these maps provide a demographic snapshot of the Park Hill community, helping district leaders understand how population patterns may shape future enrollment and facility planning decisions. When combined with the enrollment projections presented earlier in this report, this geographic analysis helps inform long-range planning as the district continues to align educational programs, facilities, and resources with the evolving needs of the community.

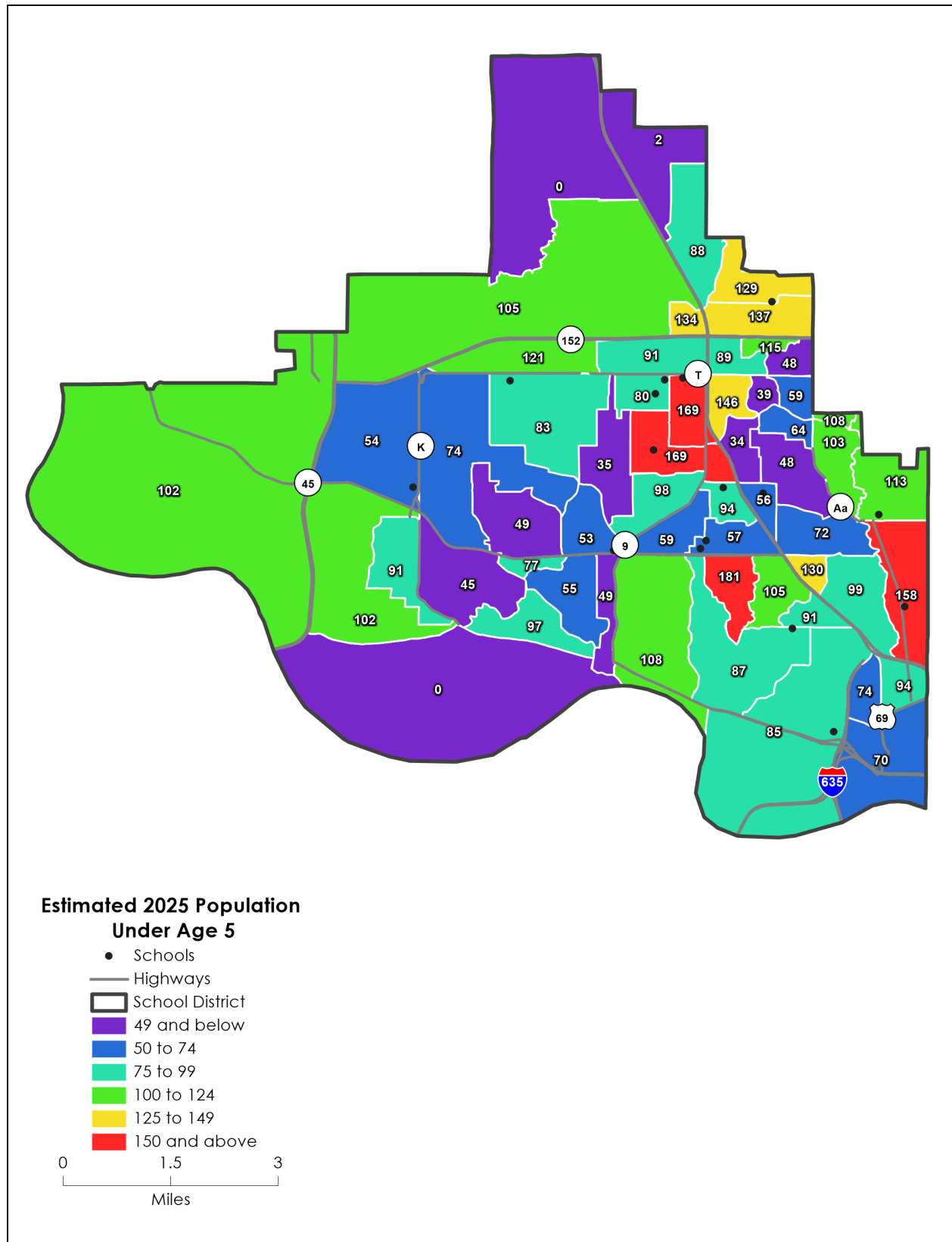
Estimated Population of the Park Hill School District Community



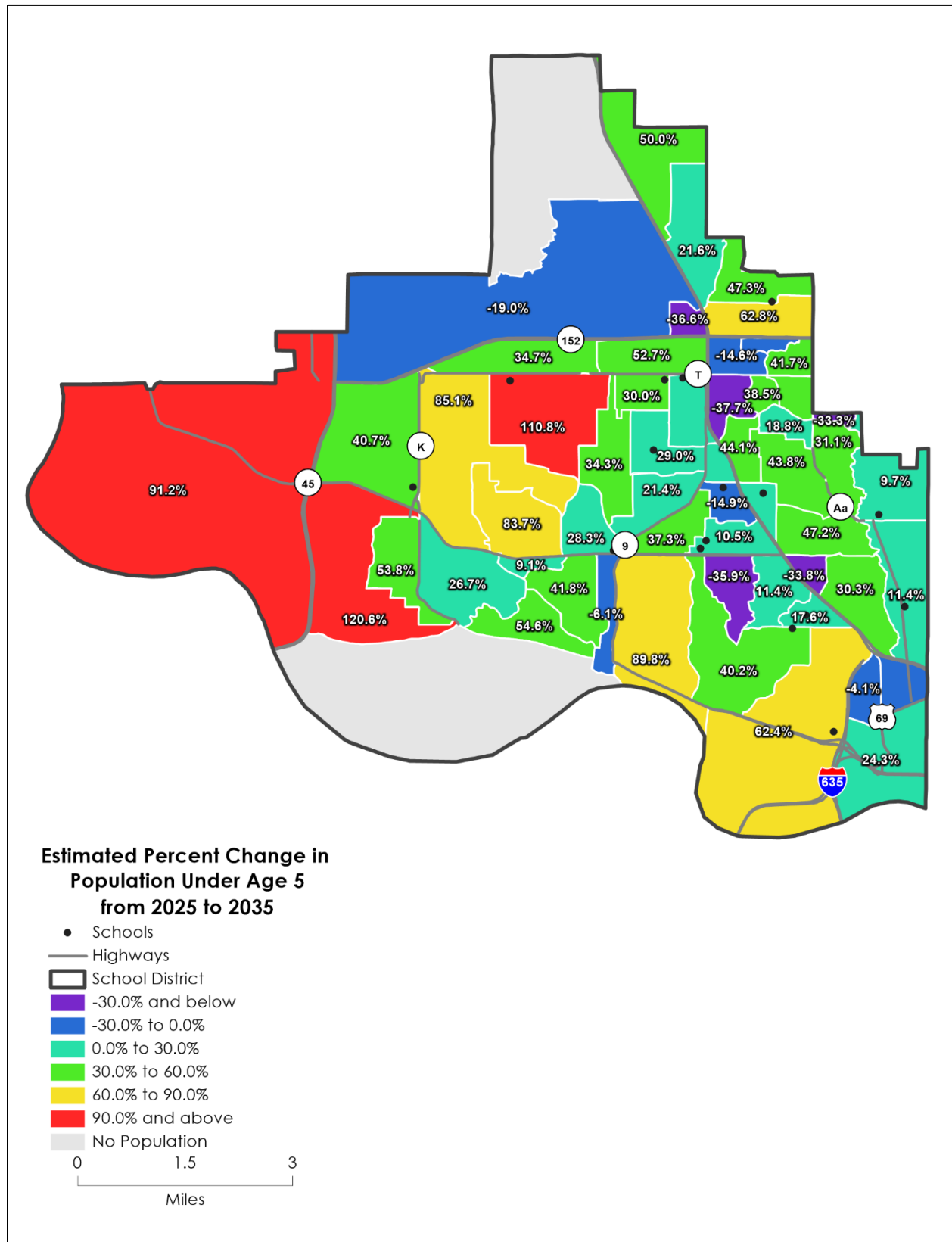
Estimated Rate of Change in Population



Estimated Children Under the Age of 5



Estimated Change In Number of Children Under the Age of 5



Projection Model Suite

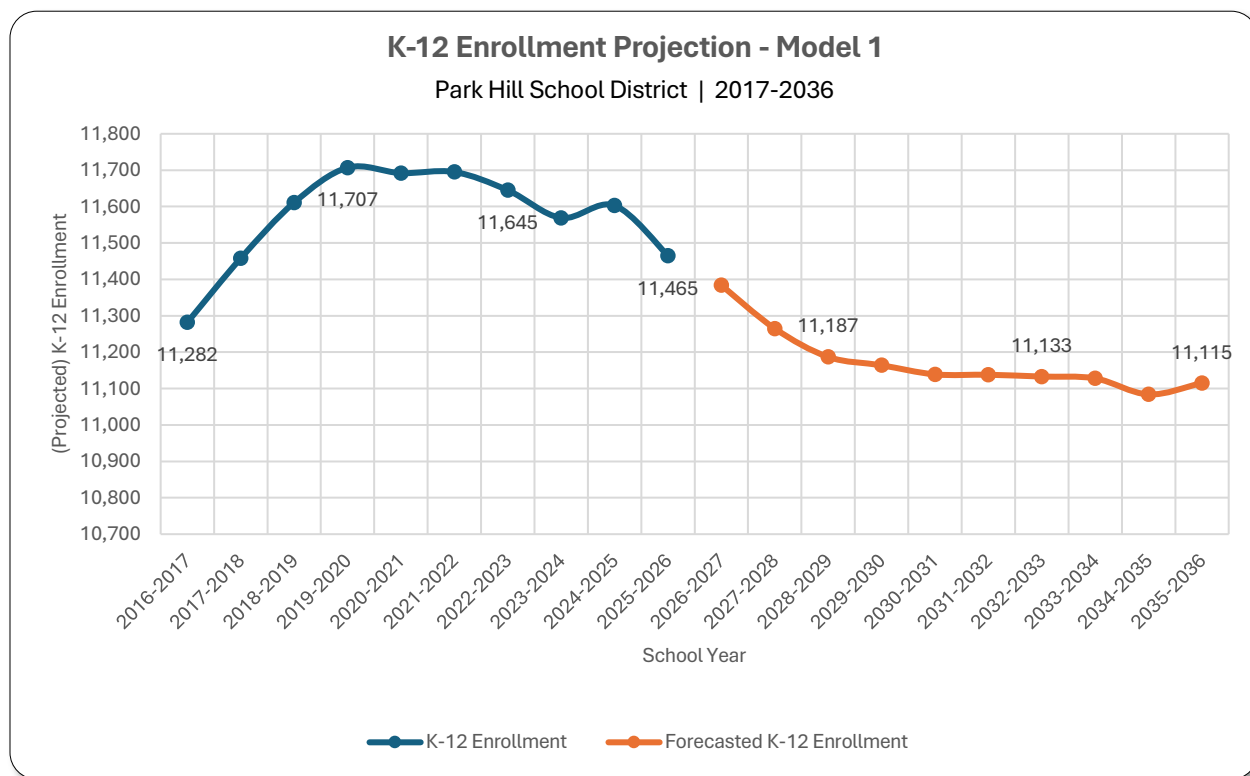
Each projection model begins with the Park Hill School District's verified 2025–2026 enrollment by grade level and applies the district's five-year average cohort survival ratios (CSRs). The models differ primarily in how they estimate future Kindergarten cohorts and whether—and how—they adjust cohort survival behavior to reflect projected changes in demographics, population trends, housing development, and economic conditions.

Model 1 — Baseline Cohort Progression Model

Model 1 provides the most internally grounded projection and relies exclusively on recent district enrollment behavior. This model uses:

- Verified 2025–2026 enrollment by grade level
- Five-year cohort survival ratios calculated from district enrollment data
- Statistical trend analysis of recent Kindergarten enrollment patterns

No external demographic or population data are incorporated in this model. Model 1 therefore reflects the district's immediate enrollment trajectory based solely on historical progression patterns and serves as the pure cohort-based baseline against which all other models are compared.

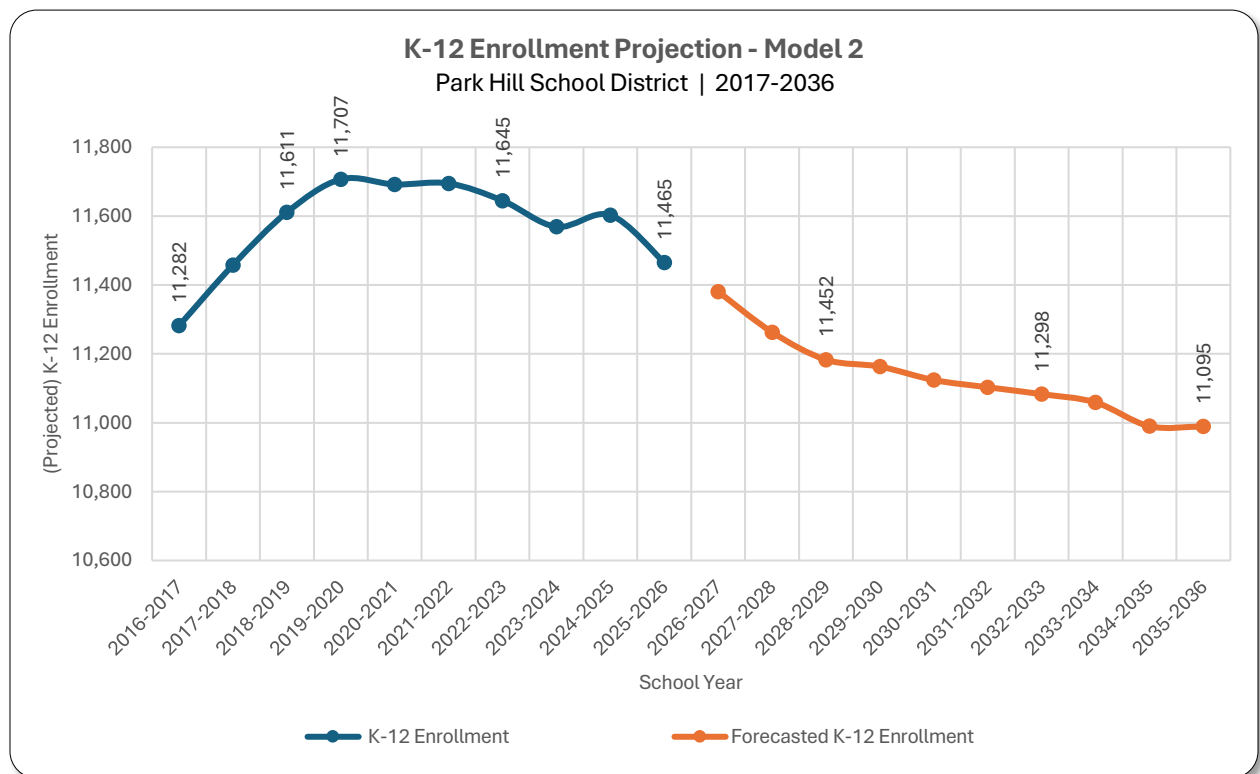


Model 2 — Demographic-Adjusted Kindergarten Model

Model 2 builds upon Model 1 by incorporating external demographic indicators to estimate future Kindergarten cohorts. These indicators include:

- Missouri birth data for southern Platte County
- U.S. Census population estimates
- Third-party population projections from PopStats, Esri Community Analyst, and Claritas

Under this model, cohort survival ratios remain unchanged, but Kindergarten projections are adjusted to reflect the underlying child population expected to reach school age in future years. Model 2 therefore introduces demographic context while preserving the district's observed grade-to-grade progression patterns.



Model 3 — Population-Responsive Progression Model

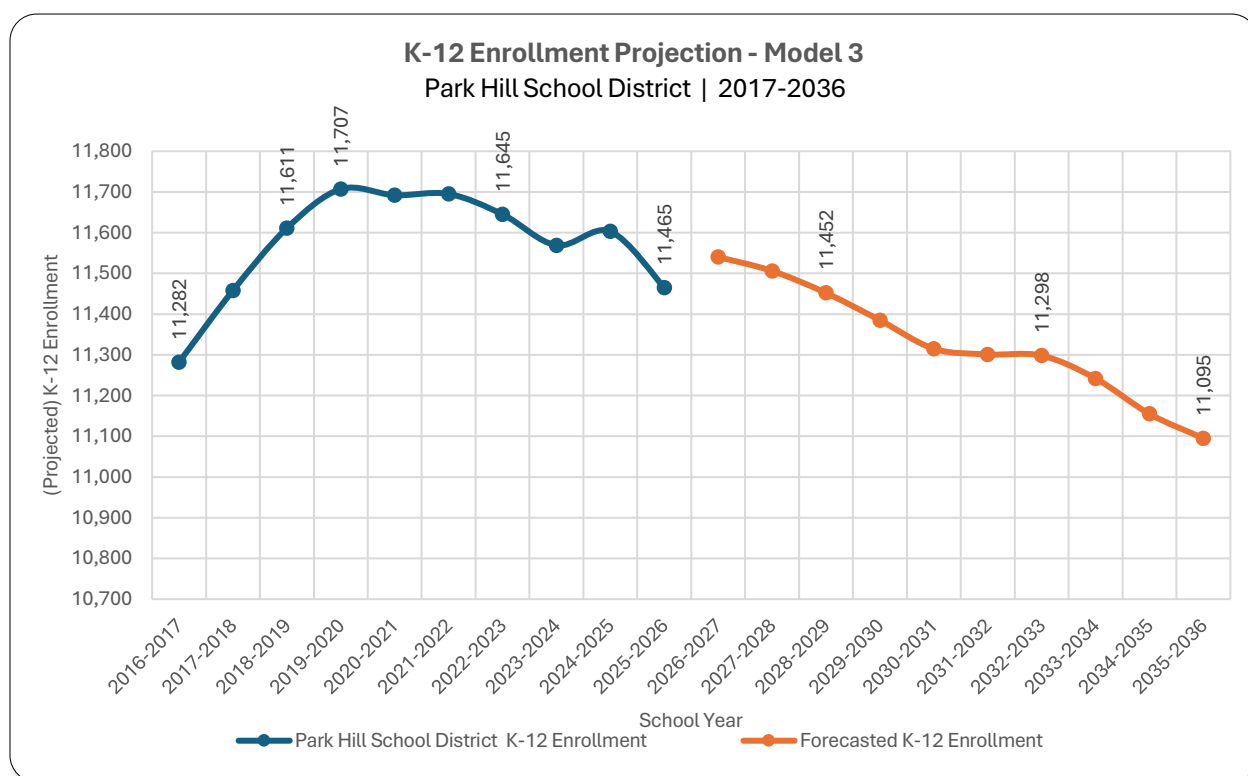
Model 3 incorporates the demographic inputs used in Model 2 and further adjusts cohort survival ratios to reflect projected changes in the school-aged population (ages 5–17).

Adjustments are informed by:

- U.S. Census historical trends in the school-aged population
- Population forecasts produced by PopStats, Esri, and Claritas

Because demographic forecasts indicate that the Park Hill attendance area is entering a period of demographic maturation, this model adjusts cohort progression slightly to reflect the projected modest decline in school-aged children over the next decade.

By accounting for changes in the size of the underlying student population, Model 3 captures how broader demographic trends may influence enrollment outcomes rather than assuming that historical cohort behavior will continue unchanged.



Model 4 — Integrated Community Dynamics Model

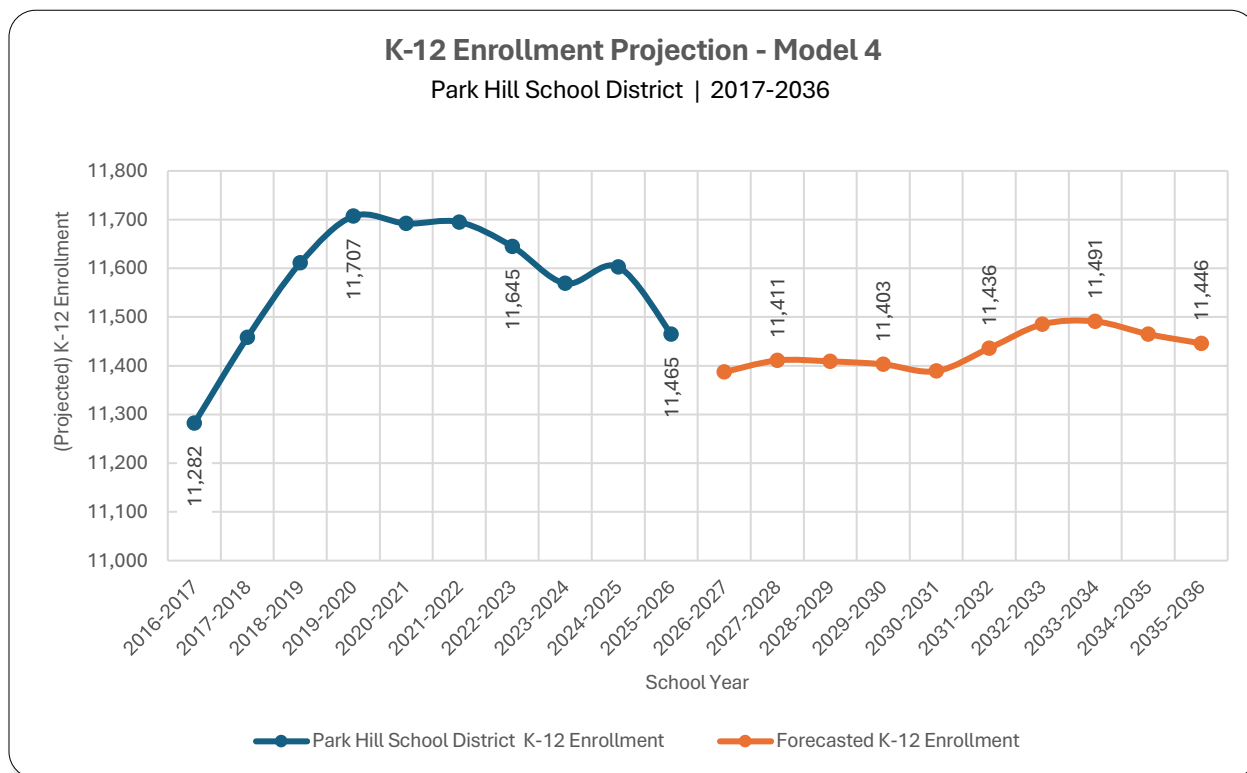
Model 4 expands beyond population measures to incorporate broader community and housing dynamics that influence family mobility and student enrollment patterns.

In addition to demographic and population inputs, this model adjusts cohort survival ratios based on:

- Housing indicators, including residential development activity, housing starts, and neighborhood turnover
- Economic conditions, including employment stability, income levels, and housing affordability within southern Platte County

Population projection service forecasts. Housing data indicate that new housing starts within the Park Hill attendance area are expected to decline gradually over the next decade, particularly those developments historically associated with young family formation. At the same time, rising home values and neighborhood maturation may reduce the rate at which new households with school-aged children enter the district.

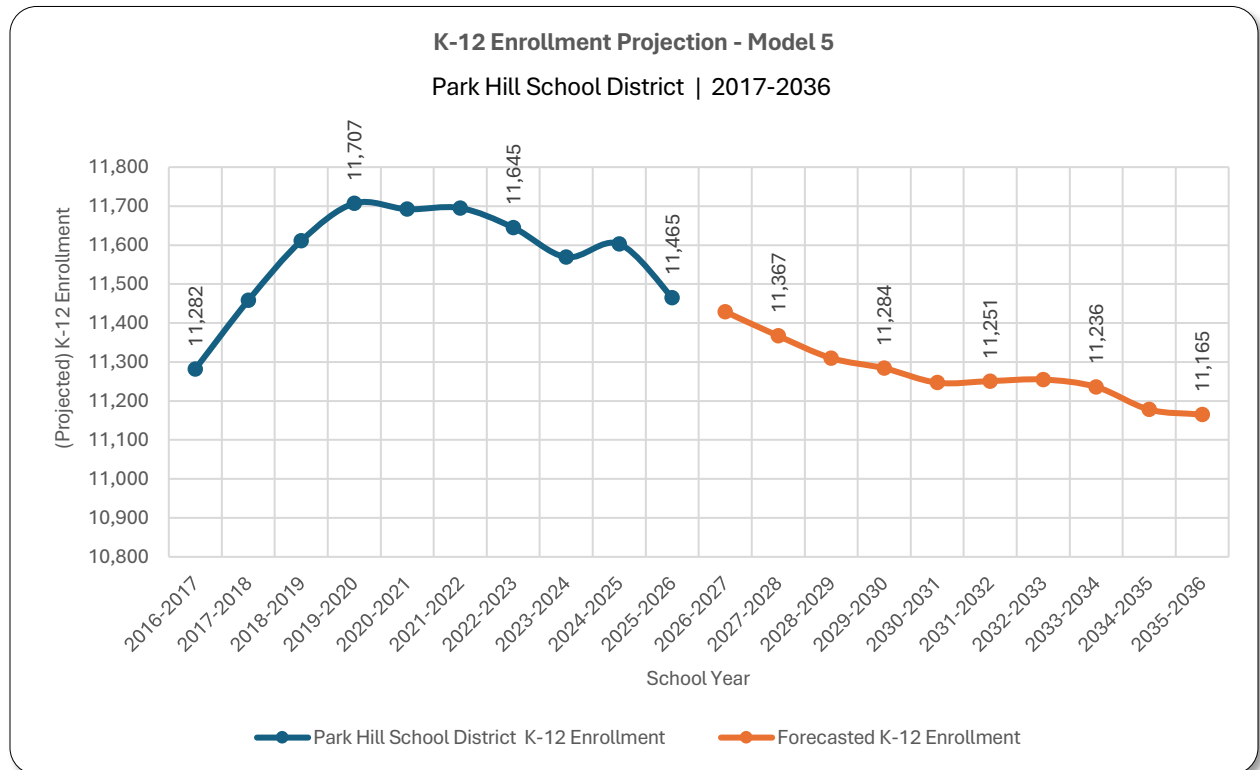
Model 4 incorporates these broader structural conditions to evaluate how community development patterns and demographic maturity may influence future enrollment trends.



Model 5 — Composite Convergence Model

Model 5 synthesizes the outputs of Models 1 through 4 by calculating a composite average projection. This model:

- Reduces reliance on any single assumption or data source
- Provides a statistically balanced central estimate
- Serves as the district’s primary planning projection
- Models 1 through 4 define the analytical range of potential enrollment outcomes, while Model 5 represents the most probable middle path for long-term enrollment planning.



Purpose of the Multi-Model Structure

Using multiple projection models strengthens forecast reliability in several important ways:

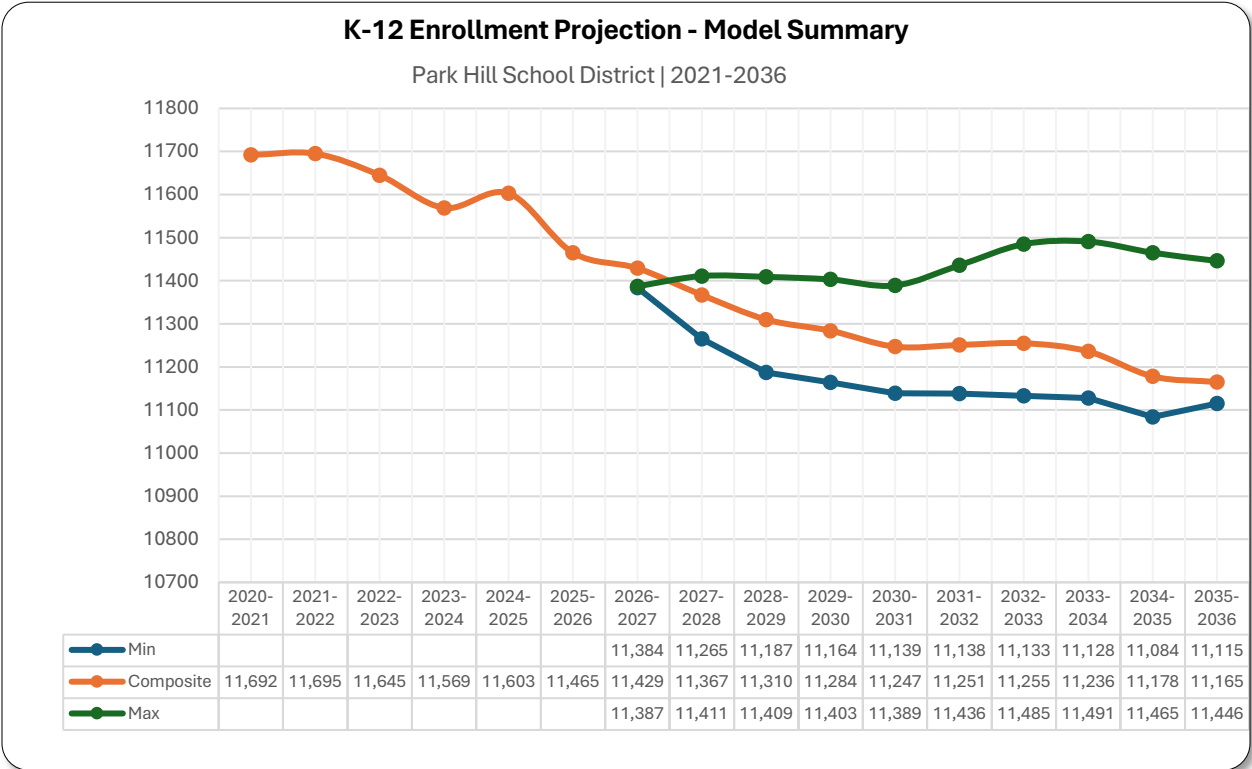
Triangulation. Comparing the outputs of several models allows analysts to identify consistent trends and evaluate where projections converge or diverge.

Sensitivity Testing. The model suite demonstrates how enrollment outcomes respond to changes in demographic conditions, population trends, housing activity, and economic factors.

Planning Precision. Establishing a defined projection range allows district leaders to prepare for varying enrollment scenarios, while the composite model provides a stable reference point for staffing decisions, facilities planning, and long-range financial strategy.

Enrollment Projection Model Summary

The chart below presents a consolidated view of the Park Hill School District’s long-range enrollment projections, summarizing the results of the projection models described in the previous section. The figure illustrates the minimum, composite (average), and maximum enrollment scenarios for total K–12 enrollment from the 2026–2027 school year through 2035–2036.



Each projection begins with the district’s verified 2025–2026 enrollment baseline and applies the projection methodologies outlined earlier in this report. The minimum and maximum projections represent the outer boundaries of the modeling framework, reflecting differing assumptions about demographic trends, housing activity, and student yield. The composite projection, calculated as the average of the model results, provides the district’s most balanced and statistically stable estimate of future enrollment.

Overall Enrollment Direction

Across all models, enrollment projections indicate that the Park Hill School District is likely to experience modest enrollment decline during the latter part of the projection period. This pattern aligns with the demographic and housing trends discussed earlier in this report, including the gradual maturation of neighborhoods within southern Platte County and the projected slight decline in the number of school-aged children.

The minimum projection scenario reflects the most conservative outlook, incorporating stronger demographic contraction and lower student yield assumptions. Under this scenario, enrollment gradually declines to approximately 11,110 students by the 2035–2036 school year.

The maximum projection scenario reflects more favorable demographic and housing conditions and assumes higher student retention and in-migration. Under this scenario, enrollment stabilizes near current levels and reaches approximately 11,440 students by 2035–2036.

The composite projection, which represents the central planning estimate for the district, suggests that total K–12 enrollment will remain relatively stable over the next decade, declining only slightly from the current level to approximately 11,160 students by 2035–2036.

Projection Range and Stability

One of the most important observations from the model summary is the relatively narrow spread between projection scenarios. By the end of the ten-year projection window, the difference between the minimum and maximum projections is only a few hundred students. This relatively tight range indicates strong agreement among the modeling approaches and suggests that the district’s long-term enrollment outlook is stable and predictable.

Rather than experiencing significant enrollment growth or sharp contraction, the Park Hill School District appears to be entering a period of enrollment equilibrium, where demographic maturation and modest cohort size changes produce gradual adjustments rather than dramatic shifts in student population.

Planning Implications

For planning purposes, the composite projection model serves as the district’s primary enrollment planning estimate. This projection provides a balanced outlook that incorporates both historical enrollment behavior and external demographic factors.

The projection range illustrated in the chart also provides useful context for long-range facilities planning, staffing decisions, and financial forecasting. Because the difference between scenarios is relatively small, district leaders can plan with a high degree of confidence that enrollment will remain within a relatively stable band over the next decade.

Taken together, the projection results indicate that the Park Hill School District is likely transitioning from a period of sustained growth to one of demographic stability, where enrollment levels remain strong but gradually adjust in response to the evolving age structure and housing patterns within the community.

Enrollment Projections by Grade Level

The table below presents the grade-level enrollment projections for the Park Hill School District using the Composite (Average) Projection Model described in the previous section. While earlier charts illustrate the range of potential enrollment outcomes across multiple projection scenarios, the composite model provides a single, balanced planning estimate that integrates the assumptions and results from the full model suite.

Using the composite model allows the district to examine how enrollment is expected to shift across grade levels over time, rather than focusing solely on total enrollment. Understanding these grade-level patterns is important for staffing, classroom allocation, program planning, and facility utilization.

Because the projections are derived from cohort survival analysis, enrollment changes from one grade to the next largely reflect the natural progression of student cohorts through the system. As larger or smaller cohorts advance through the grades, fluctuations may appear in individual grade levels even when total enrollment remains relatively stable.

Overall, the projections indicate that district enrollment is expected to remain relatively stable over the next decade, with total enrollment gradually declining from 11,465 students in 2025–2026 to approximately 11,165 students by 2035–2036. This modest decline of roughly 300 students over ten years (approximately 2.6%) reflects the broader demographic trends discussed earlier in this report, including neighborhood maturation, moderating housing development, and a slight projected decline in the number of school-aged children residing within the district.

Despite this gradual adjustment, the grade-level projections demonstrate strong continuity in cohort progression, with no major disruptions or sudden enrollment shifts anticipated across the grade spans. Elementary, middle, and high school enrollment levels remain balanced throughout the projection period, suggesting that the district will continue operating within a relatively stable enrollment environment.

For planning purposes, these projections provide a detailed view of how student cohorts are expected to move through the district over time, helping guide decisions related to staffing, program delivery, classroom capacity, and long-range facilities planning.

Enrollment Projections by Grade Level – Composite Model

School Year	Grade Levels													Grand Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2025-2026	766	807	818	835	899	867	871	873	902	916	970	994	947	11,465
2026-2027	789	795	823	830	840	913	880	873	880	941	919	960	986	11,429
2027-2028	789	819	811	834	838	855	928	884	884	921	944	911	949	11,367
2028-2029	790	816	834	819	839	850	866	930	892	921	919	931	903	11,310
2029-2030	791	815	829	841	822	849	859	868	939	929	918	906	918	11,284
2030-2031	792	816	828	836	844	832	858	860	875	979	927	906	894	11,247
2031-2032	792	819	831	836	840	856	843	861	869	913	978	916	897	11,251
2032-2033	794	821	834	840	842	854	868	845	869	905	911	965	907	11,255
2033-2034	795	820	834	841	844	853	863	870	853	905	903	899	956	11,236
2034-2035	796	822	834	841	845	856	863	865	879	890	904	892	891	11,178
2035-2036	797	821	834	840	844	856	864	865	873	914	887	890	880	11,165

Facility Planning

One important application of student enrollment projections is anticipating the potential need for additional school facilities or adjustments to existing capacity. While enrollment projections are not developed for individual school buildings, projections are produced for each **grade level and grade span**—elementary (Kindergarten through 5th grade), middle (6th through 8th grade), and high school (9th through 12th grade).

In addition to traditional grade-level enrollment, facility needs may also be influenced by programmatic considerations such as **early childhood services (pre-kindergarten), special education programming, and various district support services**. As student populations evolve, the demand for specialized learning environments, program spaces, and student support areas may change even when total enrollment remains relatively stable.

By applying district planning standards and facility capacity criteria, enrollment projections can help estimate **when grade-level enrollment may approach or exceed effective building capacity**. This analysis provides an important planning tool that helps district leaders anticipate potential facility needs well in advance and make informed decisions regarding long-range capital improvements, building utilization, and space allocation.

Planning Criteria

In the Fall of 2023, the district conducted a series of staff and community meetings and administered multiple surveys to gather input that would help guide long-range facility planning. The feedback collected during this engagement process assisted the Board of Education in establishing planning criteria that will guide the development of the district's long-range facilities strategy, known as Park Hill 2034.

These planning criteria provide a framework for evaluating future space and facility needs and ensure that decisions regarding building improvements, expansions, or new construction remain aligned with district values and community expectations.

On January 11, 2024, the Board of Education adopted the following Park Hill School District 2034 Planning Criteria.

For the next 10-year Long Range Facility Plan, the PHSD will strive to provide equitable, future ready environments that include:

1. **Safe and Secure Facilities and Play Spaces.** The district strives to provide buildings and sites with physically and emotionally safe environments for students, staff, and visitors.
2. **Welcoming, Up-To-Date Facilities.** The district strives to provide modern, relevant, and flexible learning and work environments.
3. **Inclusive Learning and Play Spaces for all Physical and Mental Abilities.** The district strives to provide equitable access to inclusive learning and play spaces, supporting physical needs, mental abilities, and special education programming.

4. **Support For Student and Staff Well-being.** The district strives to provide integrated spaces for respite, self-regulation, and mental health support for students and staff.
5. **Equitable Opportunities.** The district strives to provide equitable opportunities for students, staff, and community members.
6. **Right-Sized Facilities with Capacity Flexibility.** The district strives to provide the following building sizes when planning for staff and building capacities. Overall facility capacities will be flexible to provide adequate space while minimizing the use of mobile classrooms as a temporary solution. Space for specialized programming will also be considered. Elementary Schools – 400-650 students, Middle Schools – 500-900 students, and High Schools – 1,200-1,800 students .
7. **Support For Programs Beyond Core Curriculum.** The district strives to provide equitable access to co-curricular, practical arts, fine arts, athletic and extra-curricular spaces, and programming will be considered for all learning levels.
8. **Maintaining High-Quality and Sustainable Systems.** The district strives to provide high quality facilities with an emphasis on long-term value when maintaining, renovating, and replacing district facilities. Decisions will be based on responsible financial stewardship and life cycle cost with long-term maintainability and sustainability in mind.

School Capacity Analysis

In educational planning, one common method for evaluating school building capacity is based on gross square footage per student calculations. The Council of Educational Facility Planners International (CEFPI) and other educational planning organizations have developed guidelines for the amount of building space required to effectively support modern instructional programs, student services, and operational needs.

These standards recognize that today’s schools require more than traditional classroom space. Facilities must accommodate specialized instructional areas, student support services, collaborative learning environments, and co-curricular programming.

The gross square footage standards shown in the table below were established based upon guidance published by CEFPI as well as a review of state and local standards used in the construction of new educational facilities for each grade span. These square footage standards have been adopted by the Park Hill School District Board of Education as part of the Facility Planning – Planning Criteria.

School Type	Lower Limit Square Footage Per Student “Functional Capacity”	Target Square Footage Per Student “Effective Capacity”	Highest Limit Square Footage Per Student “Efficiency Capacity”
Elementary Schools	110 85%	130 100%	150 115%
Middle Schools	140 85%	160 100%	180 115%
High Schools	160 85%	180 100%	200 115%

Target square footage per student capacities are listed above as “Effective Capacity.” Ranges have been established around this target and are defined as:

Efficiency Capacity – the upper limit of space per student before the amount of available space exceeds what is typically required to support educational programming.

Functional Capacity – the lower limit of square footage per student before the operation of the school and its instructional programs may be hindered by insufficient space.

These ranges provide flexibility when evaluating school utilization and allow the district to assess whether a building is operating within an efficient range of capacity or approaching constraints that could affect program delivery.

Facility Condition Scores

To help evaluate how efficiently school facilities are being utilized, the district compares current student enrollment to each building’s effective capacity. Effective capacity reflects a practical level of facility use that allows schools to operate efficiently while still providing adequate classroom space, shared instructional areas, and program flexibility.

The Facility Condition Scores shown below categorize schools based on their utilization percentage relative to effective capacity. These ranges provide a consistent framework for interpreting building utilization across the district. Schools operating below the optimal range may have excess capacity, while schools operating above the optimal range may begin to experience space pressures that affect scheduling, programming, or classroom availability.

Throughout this report, these condition categories are used to summarize the operational status of each facility and help identify where additional capacity exists or where future enrollment growth may require planning adjustments. This approach allows district leadership and the Board of Education to quickly assess facility utilization and support long-range planning decisions related to enrollment balancing, attendance boundaries, and facility investments.

Utilization % of Effective Capacity	Condition	Meaning
<80%	Underutilized	Excess capacity; inefficient use of space
80–89%	Efficient	Healthy utilization with room for growth
90–100%	Optimal	Well-balanced enrollment
101–115%	Above Effective	Space pressure beginning
>115%	Near Functional Capacity	Crowded; operational constraints

Current Facility Capacity

An important component of long-range enrollment and facility planning is understanding how current student enrollment compares to the physical capacity of school buildings. The following analysis evaluates facility utilization across the district by comparing current program enrollment for the 2025–2026 school year with each building’s effective capacity, which is based on the district’s facility planning standards described in the previous section.

Facility capacity in this report is calculated using building square footage and standardized space planning assumptions that reflect how schools operate most effectively. These benchmarks help identify whether a facility is operating below its optimal level, within an efficient utilization range, or approaching space limitations that may affect scheduling, instructional flexibility, or building operations.

Evaluating utilization at both the individual school level and the districtwide grade-span level provides valuable insight into how enrollment is distributed across facilities. This information helps district leadership monitor where additional capacity exists, identify locations where enrollment pressure may be developing, and support informed decision-making related to attendance boundaries, program placement, and future facility investments.

Elementary School Capacity

The table below summarizes facility capacity and utilization for each elementary school in the Park Hill School District for the 2025–2026 school year. The analysis compares current program enrollment with each building’s efficient, effective, and functional capacity levels, providing a consistent framework for evaluating how fully each facility is being utilized.

School	Gross Square Feet	Total Square Footage	2025-2026 Program Enrollment	115%	100%	85%	Utilization of Effective Capacity	Condition
				Enrollment at Efficient Capacity 150sqft per student	Enrollment at Effective Capacity 130sqft per student	Enrollment at Functional Capacity 110sqft per student		
4020 - Thomas B. Chinn Elementary	54,596	54,596	381	364	420	496	90.7%	Optimal
4040 - Graden Elementary	53,374	53,374	374	356	411	485	91.0%	Optimal
4060 - Line Creek Elementary	50,072	50,072	408	334	385	455	106.0%	Above Effective Capacity
4080 - Alfred L. Renner Elementary	48,617	48,617	415	324	374	442	111.0%	Near Functional Capacity
5000 - Southeast Elementary	55,610	55,610	411	371	428	506	96.0%	Optimal
5020 - Union Chapel Elementary	55,582	55,582	384	371	428	505	89.7%	Efficient
5040 - English Landing Elementary	60,003	60,003	497	400	462	545	107.6%	Above Effective Capacity
5060 - Prairie Point Elementary	64,360	64,360	421	429	495	585	85.1%	Efficient
5080 - Hawthorn Elementary	63,849	63,849	385	426	491	580	78.4%	Underutilized
5090 - Tiffany Ridge Elementary	70,842	70,842	437	472	545	644	80.2%	Efficient
5095 - Hopewell Elementary	70,262	70,262	438	468	540	639	81.1%	Efficient
6020 - Angeline Washington Elementary	71,984	71,984	421	480	554	654	76.0%	Underutilized (New Capacity)
All Elementary Schools	719,151	719,151	4,972	4,795	5,533	6,536	89.86%	Optimal

Elementary Facility Utilization Analysis

The district's twelve elementary schools serve 4,972 students in 2025–2026. When compared to the district's combined effective elementary capacity of 5,533 students, the system is operating at approximately 89.9% of effective capacity, which falls within the district's optimal utilization range.

Overall, the district has approximately 560 available elementary seats at effective capacity, indicating that the system currently has adequate space to accommodate enrollment while maintaining operational flexibility.

Schools Operating Above Effective Capacity. A small number of schools are currently operating above their effective capacity levels, indicating moderate space pressure within those facilities.

- Line Creek Elementary – 106% utilization
- English Landing Elementary – 108% utilization
- Renner Elementary – 111% utilization

Among these, Renner Elementary is closest to the district's functional capacity benchmark and may require continued monitoring as enrollment patterns evolve.

Schools Operating Within the Optimal Range. Several elementary schools operate within the district's optimal utilization range, reflecting balanced enrollment levels that support efficient use of space while maintaining program flexibility. These schools include:

- Chinn Elementary
- Graden Elementary
- Southeast Elementary

Schools with Available Capacity. Several buildings currently operate below the optimal utilization range and have additional capacity available.

- Hawthorn Elementary – 78% utilization
- Angeline Washington Elementary – 76% utilization
- Prairie Point, Tiffany Ridge, Hopewell, and Union Chapel also operate within the efficient range with room for additional enrollment if needed.

The lower utilization at Angeline Washington Elementary reflects the opening of the new facility in August 2025 and the implementation of updated attendance boundaries, which were designed to redistribute enrollment across the district's elementary schools and improve overall facility balance.

Summary. Overall, the elementary system remains well balanced, with most schools operating within efficient or optimal capacity ranges. While a few buildings are experiencing moderate enrollment pressure, the district maintains adequate capacity across the elementary system to support current enrollment levels.

The opening of Angeline Washington Elementary School and the accompanying boundary adjustments have significantly improved the distribution of students across elementary facilities and provide the district with additional flexibility as enrollment patterns evolve in the coming years.

Middle School Capacity

The table below summarizes the facility capacity and utilization of the district's four middle schools for the 2025–2026 school year. Similar to the elementary analysis presented earlier, this comparison evaluates current program enrollment relative to each building's efficient, effective, and functional capacity benchmarks, based on district space planning standards. These benchmarks provide a consistent framework for evaluating how effectively each building is being used and whether schools are operating below, within, or above their optimal capacity range.

For middle schools, capacity calculations are based on larger square-footage standards per student, reflecting the additional program space required for specialized instructional areas such as science laboratories, elective classrooms, physical education facilities, and common areas that support middle-level programming. The resulting utilization percentages provide a clear measure of how current enrollment compares to the district's facility planning guidelines.

				115%	100%	85%		
School	Gross Square Feet	Total Square Footage	2025-2026 Program Enrollment	Enrollment at Efficient Capacity 180sqft per student	Enrollment at Effective Capacity 160sqft per student	Enrollment at Functional Capacity 140sqft per student	Utilization of Effective Capacity	Condition
3000 - Lakeview Middle School	119,681	119,681	657	665	748	855	87.8%	Efficient
3030 - Congress Middle School	121,877	121,877	649	677	762	871	85.2%	Efficient
3050 - Plaza Middle School	114,941	114,941	666	639	718	821	92.8%	Optimal
3060 - Walden Middle School	115,253	115,253	655	640	720	823	91.0%	Optimal
All Middle Schools	471,752	471,752	2,627	2,621	2,948	3,370	89.1%	Efficient

Middle School Facility Utilization Analysis

The district's four middle schools—Lakeview, Congress, Plaza, and Walden—serve a combined 2,627 students in the 2025–2026 school year. When compared to the district's combined effective middle school capacity of 2,948 students, the middle school system is operating at approximately 89.1% of effective capacity, placing the district within the efficient utilization range.

Overall, the middle school system has approximately 320 seats of available capacity at the effective level, indicating that current facilities can comfortably accommodate the existing student population while maintaining flexibility for programming and scheduling.

Enrollment distribution among the four middle schools remains very balanced, with each school enrolling between 649 and 666 students. This balanced distribution supports consistent staffing levels, program offerings, and student access to academic and extracurricular opportunities across all middle schools.

Two schools—Plaza Middle School and Walden Middle School—operate within the district's optimal utilization range, indicating well-balanced enrollment relative to their facility capacity. Lakeview Middle School and Congress Middle School operate within the efficient range, providing modest additional capacity that could accommodate future enrollment fluctuations if needed.

Summary. Overall, the district's middle school facilities are well balanced and operating efficiently, with no schools approaching functional capacity levels. The even distribution of enrollment across the four middle schools reflects effective feeder patterns from the district's elementary schools and supports stable facility utilization across the middle grade span.

Based on current enrollment patterns, the district's middle school facilities provide adequate capacity for the foreseeable future, allowing district leadership to focus on maintaining program quality and facility effectiveness as student cohorts continue to progress through the system.

High School Capacity

The following table summarizes facility capacity and utilization for the district's high school facilities for the 2025–2026 school year. Similar to the elementary and middle school analyses, this comparison evaluates current enrollment relative to efficient, effective, and functional capacity benchmarks derived from district space planning standards. Because high schools require specialized instructional areas—including laboratories, career and technical education spaces, performing arts facilities, athletics, and large common areas—capacity calculations are based on higher square-footage standards per student.

Unlike the elementary and middle school levels, the district's high school system includes both traditional comprehensive high schools and a specialized program facility. The LEAD Innovation Studio operates as a districtwide academic program that serves students from both Park Hill High School and Park Hill South rather than functioning as a stand-alone attendance-area high school. For this reason, the most meaningful way to evaluate high school capacity is to consider total high school square footage and enrollment across all facilities combined, rather than interpreting LEAD as an independent high school campus.

School	Gross Square Feet	Total Square Footage	2025-2026 Program Enrollment	115%	100%	85%	Utilization of Effective Capacity	Condition
				Enrollment at Efficient Capacity 200sqft per student	Enrollment at Effective Capacity 180sqft per student	Enrollment at Functional Capacity 160sqft per student		
1020 - LEAD Innovation Studio	79,000	79,000	537	395	439	494	122.4%	N/A - High School Program
1050 - Park Hill High School	329,669	332,741	1,601	1,664	1,849	2,080	86.6%	Efficient
1080 - Park Hill South	300,932	300,932	1,678	1,505	1,672	1,881	100.4%	Optimal
	709,601	712,673	3,816	3,563	3,959	4,454	96.4%	Optimal

High School Facility Utilization Analysis

For the 2025–2026 school year, the district’s high school programs serve 3,816 students across Park Hill High School, Park Hill South, and the LEAD Innovation Studio program. When the total square footage of all high school facilities is considered together, the district’s high school system operates at approximately 96.4% of effective capacity, placing it within the optimal utilization range.

The two comprehensive high schools serve the majority of the district’s secondary students. Park Hill High School enrolls 1,601 students, operating at approximately 86.6% of effective capacity, which falls within the district’s efficient utilization range and provides some flexibility for future enrollment fluctuations. Park Hill South enrolls 1,678 students, operating at approximately 100.4% of effective capacity, placing it within the optimal utilization range and reflecting strong demand for high school enrollment within the district.

The LEAD Innovation Studio enrolls 537 students in 2025–2026. Because LEAD functions as a program-based instructional model that draws students from both traditional high schools, its enrollment should not be interpreted as a separate facility demand in the same way as a comprehensive high school. Instead, the program represents a redistribution of students within the district’s overall high school system and makes use of existing high school instructional space in a flexible manner.

Summary. When evaluated collectively, the district’s high school facilities are well utilized and balanced, with the overall system operating within the district’s optimal capacity range. The combination of two comprehensive high schools and the LEAD Innovation Studio program allows the district to distribute students efficiently across available instructional spaces while supporting a diverse range of academic programs and learning models.

Based on current enrollment levels, the district’s high school facilities provide adequate capacity to serve the current student population, while maintaining some flexibility to accommodate future enrollment changes as student cohorts progress through the system.