

Enrollment Trends: Where We've Been & Where We're Headed

Prior to the pandemic, enrollment was on the rise. Since then, the district has seen a complex mix of stability and shifts — with declining kindergarten and high school numbers, growth in alternative learning options, and an expanding Special Education population.

📉 Declining Kindergarten & High School

Traditional kindergarten and high school enrollment trending down

🔄 Shift to MLO & Running Start

Students moving from traditional classrooms to alternative learning

🎓 TK Introduced 2022–23

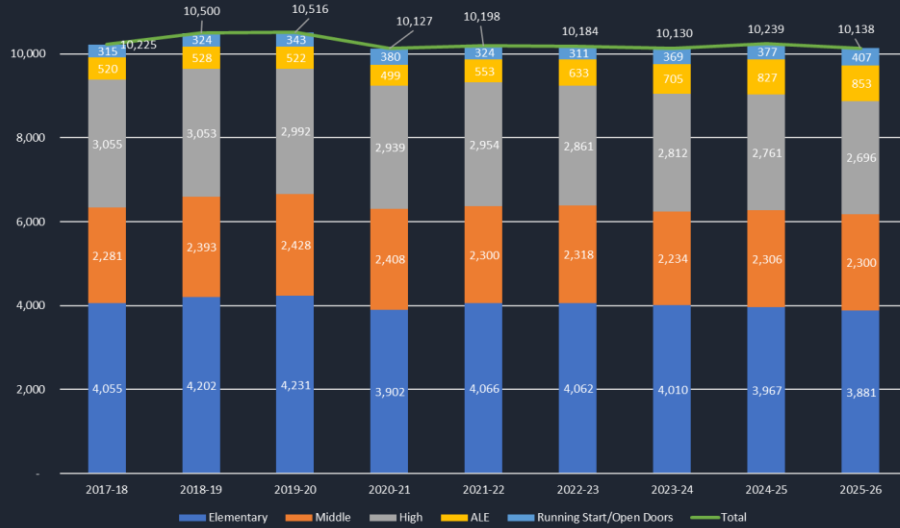
135 TK students in 2024–25; state funding has declined in recent years. Not included in numbers.

📈 Special Ed Growth

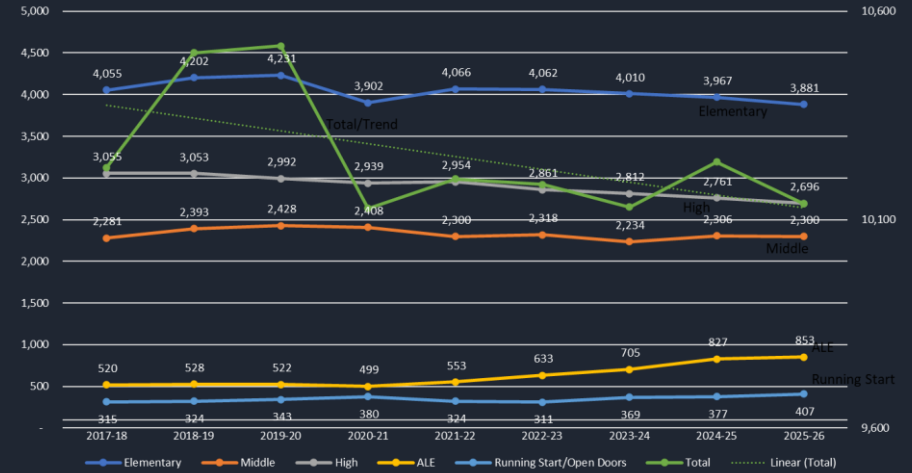
Increasing number of students qualifying for Special Education services



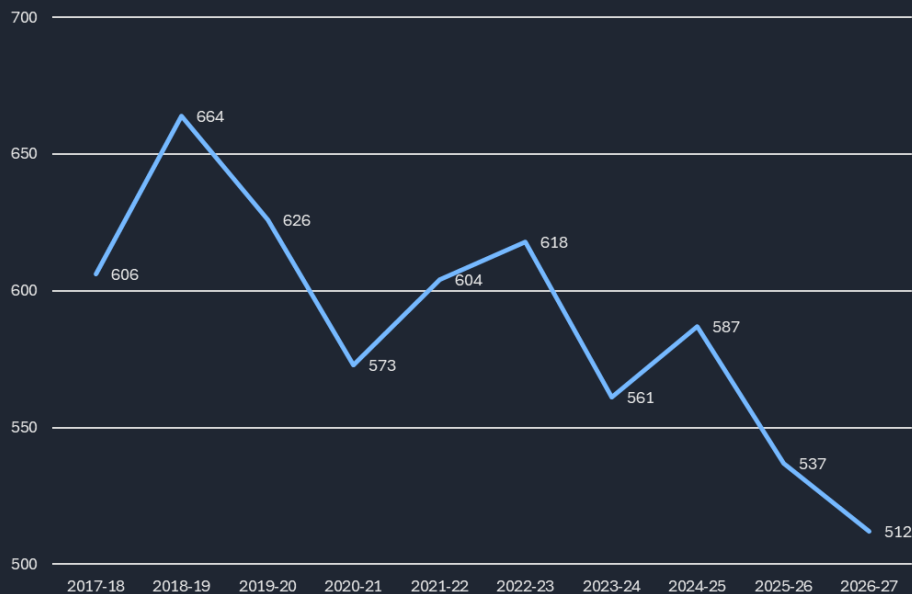
Mead School District
Enrollment Trend
(excludes TK)



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Enrollment Trend
(excludes TK)



Traditional Kindergarten Enrollment



A Clear Downward Trajectory

Traditional kindergarten enrollment peaked in 2018–19 at **664 students** and is **512 as of September 2026**

Enrollment Projection Methodology

How We Build the Forecast

Projections are built from two primary inputs: historical cohort survival rates to track students advancing grade-to-grade, and local birthrate data to estimate incoming kindergarteners.



The screenshot shows a detailed data table with multiple columns. The top section includes headers for years from 2015 to 2025. Below this, there are several rows of data, some of which are highlighted in yellow. The table appears to be a spreadsheet or a database export, containing numerical values and possibly some text labels. The data is organized in a structured manner, likely representing different categories or metrics over time.

Cohort Survival Method

Tracks how students progress through each grade year over year

Birthrate Analysis

Countywide birthrates are declining — a leading indicator of future K enrollment

ALE Complicates the Model

Growth in Alternative Learning Environments makes precise projections increasingly difficult

Why Enrollment Numbers Matter

Enrollment is the foundation of the district's financial and operational planning. Every student counted directly shapes the resources, staff, and programs we can offer.



State Funding

The vast majority of district revenue is driven by enrollment through State Apportionment — fewer students means fewer dollars.



Staffing Decisions

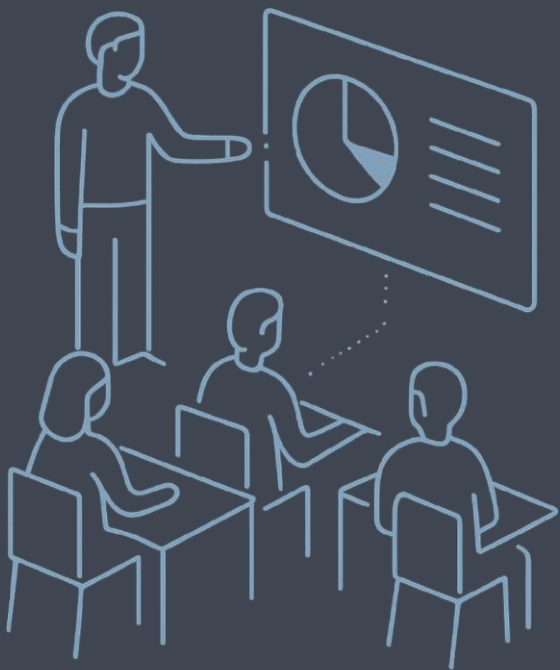
Teacher and staff allocations are determined each year based on projected enrollment figures for each school and grade level.



Course Offerings

Declining secondary enrollment may limit electives and specialized programs — fewer students can mean fewer course choices for those who remain.





Staffing Ratios: Shaping Our Classrooms

Staffing ratios are critical for maintaining effective class sizes and ensuring each student receives the attention they need. These ratios directly influence the number of teachers allocated to each school and grade level, forming the backbone of our educational structure.

School Level	Student-to-Teacher Ratio
Elementary School	20–28 (varies depending on grade)
Middle School	22.5 (average class size of 27)
High School	22.5 (average class size of 27)

For example, a cohort of 414 9th-grade students at one of our high schools would necessitate **18.40 teachers** (414 students / 22.5 ratio).

Illustrative Master Schedule & Staffing

This simplified master schedule demonstrates how student enrollment translates into required teaching staff.

Class	Total Enrollment	Number of Sections	Average Enrollment	Teaching Staff needed	Current Teaching Staff
English 9	81	3	27	.6	.8 (.2 over)
Algebra I	143	5	28.6	1.0	1.0
Biology	102	4	25.5	.8	.6 (.2 under)
World History	136	5	27.2	1.0	1.0
Physical Education	181	6	30.2	1.2	1.4 (.2 over)
Art	83	4	20.8	.8	1.0 (.2 over)
Total Enrollment	726 sections (121 student FTE)			5.4	Staffing is balanced in total, but the mix of teachers may be off

Course offerings are aggregated across multiple sections of the same course and different grade levels to determine the total full-time equivalent (FTE) teaching positions required for a school.

Elementary Staffing Grid

	Staff	Seats Remain																		
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Brenwood	38	34	2	62	61	2	66	60	72	64	91	81	96	87	1	425	387			
	2	4		3	1		3	6	3	8	3.5	10	3.5	9		18	38			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Colbert	40	40	5	48	46	1	66	60	60	58	64	61	84	82		362	347			
	2	0		2	2		3	6	2.5	2	2.5	3	3	2		15	15			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Creekside	40	37		40	35		44	40	36	28	38	36	28	28		226	204			
	2	3		2	5		2	4	1.5	8	1.5	2	1	0		10	22			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Evergreen	60	59	12	72	69	4	72	73	65	64	91	88	84	78	5	444	431			
	3	1		3	3		3	-1	2.5	1	3.5	3	3	6		18	13			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Farwell	60	59		60	53		60	60	90	88	78	76	84	74		432	410			
	3	1		3	7		3	0	4	2	3	2	3	10		19	22			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
M. Ridge	40	40		60	57		66	62	65	62	65	62	84	74		380	357			
	2	0		3	3		3	4	2.5	3	2.5	3	3	10		16	23			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	D Lang	3rd FTF	Dual Lang	4th FTF	Dual Lang	5th FTF	5th Pending	Total FTF							
Midway	40	39	3	60	52	1	66	59	52	51	65	61	69	68	1	352	330			
	2	1		3	8		3	7	2	1	2.5	4	2.5	1		15	16			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Prairie View	58	57		58	58		64	62	50	50	76	69	82	79		388	375			
	3	1		3	0		3	2	2	0	3	7	3	3		17	13			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Shiloh Hills	100	74	4	60	56		88	77	72	67	78	61	84	77		482	412			
	5	26		3	4		4	11	3	5	3	17	3	7		21	70			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Skyline	60	59	0	72	66	1	72	63	66	65	64	63	84	77		418	393			
	3	1		3	6		3	9	2.5	1	2.5	1	3	7		17	25			
	K FTF	K Pending	1st FTF	1st Pending	2nd FTF	2nd Pending	3rd FTF	3rd Pending	4th FTF	4th Pending	5th FTF	5th Pending	Total FTF							
Totals	536	498		592	553		664	616	628	597	710	622	779	724		3909	3610			
	27	38		28	39		30	42	25.5	31	27.5	52	28	55		166	257			