

# K-12 Enrollment History and Projections Fall 2015 (Updated February 2016)

## Key Findings

1. The 2015-16 K-12 enrollment of 25,231 is a decrease of 74 students from the 2014-15 K-12 enrollment of 25,305.
2. We project a slight enrollment decrease next year and then a return to slight enrollment increases over the following four years, leading to a projected K-12 enrollment of 25,427 for the 2020-21 school year.

This report contains a brief enrollment history on the Third Friday of September, the first official enrollment count of the year for MMSD, as well as projected enrollments for the next five academic years. This report also contains an appendix addressing the historical accuracy of MMSD’s projection methodology.

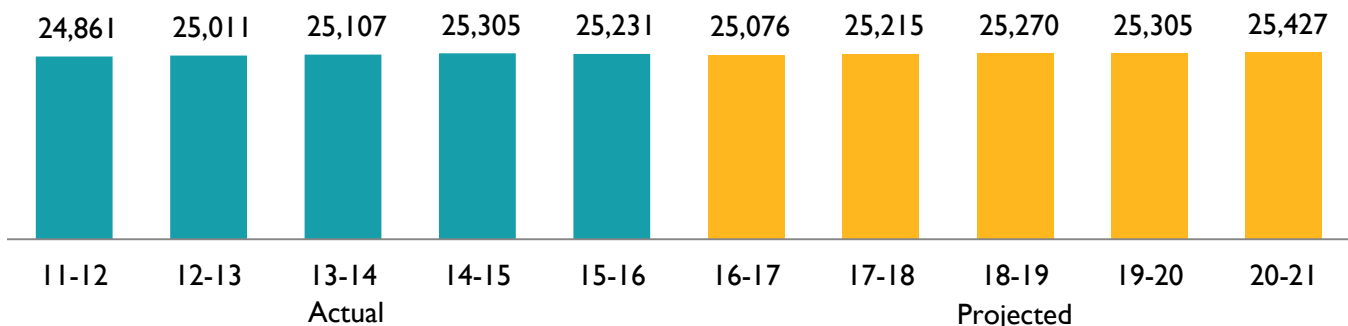
## Projection Methodology

Enrollment projections in MMSD are based on historical enrollment trends and persistence rates from grade to grade. Kindergarten classes are projected by comparing local historical births against kindergarten class sizes to determine what percentage of live births we can expect to enroll in MMSD as kindergarteners. Historical births by year at the municipality level come from the Wisconsin Department of Health Services (DHS); at the time of writing this report the most current is for 2013.

Projections do not formally take into account future residential developments. Projecting the number of students who will live in a yet-to-be-built building or residential area is extremely difficult to do with any degree of reliability because it is uncertain how many children will move in, when they will move in and where they will have moved from. New construction does not necessarily mean that MMSD enrollment will increase; instead, students may simply move from other parts of the district. In addition, housing and employment patterns are subject to random and unpredictable variance at small scales, so implying that we can make these kinds of projections reliably would be irresponsible. When future large-scale development in an area is relatively certain this information is used for planning purposes on a case-by-case basis, particularly in conversations around school capacity and long range planning, but we do not adjust projections based on future development.

Projected kindergarteners are assigned to elementary schools based on the current distribution of kindergarteners. Subsequent grades are projected based on historical grade-to-grade persistence rates, with fifth and eighth grade students projected to sixth and ninth grade schools based on the prior year’s pattern of enrolling at each middle and high school during the current year, respectively. This methodology conforms to best practices across school districts according to a 2013 study of enrollment projection methodology conducted for MMSD by Hanover Research. See Appendix A for additional detail about projection accuracy.

## K-12 Enrollment History and Forecast



The 2015-16 K-12 enrollment of 25,231 students is a decrease of 74 students (0.3%) from the 2014-15 enrollment of 25,305 students. K-12 enrollment in MMSD has remained relatively flat for the last five years, increasing by fewer than 500 students. We project that MMSD will see a small decrease in enrollment next year and then continue a trend of modest growth for the next several years.



### By Grade and Level

Grade	History					Forecast				
	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
K	2204	2257	2271	2257	2127	2069	2140	2212	2249	2279
1	2198	2171	2176	2107	2154	2035	1980	2048	2116	2152
2	2083	2148	2079	2137	2073	2109	1993	1939	2005	2072
3	1917	2033	2071	2018	2059	2009	2044	1931	1878	1943
4	1896	1861	1990	2009	1951	2002	1953	1987	1877	1826
5	1954	1835	1829	1931	1940	1899	1948	1901	1934	1827
<i>Elementary Total</i>	<i>12252</i>	<i>12305</i>	<i>12416</i>	<i>12459</i>	<i>12304</i>	<i>12123</i>	<i>12058</i>	<i>12016</i>	<i>12060</i>	<i>12100</i>
6	1769	1882	1789	1782	1882	1889	1849	1897	1851	1883
7	1706	1710	1825	1781	1709	1835	1842	1803	1850	1804
8	1664	1710	1719	1807	1753	1699	1824	1831	1792	1839
<i>Middle Total</i>	<i>5139</i>	<i>5302</i>	<i>5333</i>	<i>5370</i>	<i>5344</i>	<i>5423</i>	<i>5515</i>	<i>5531</i>	<i>5492</i>	<i>5526</i>
9	1802	1742	1798	1824	1889	1844	1787	1918	1925	1885
10	1759	1786	1741	1820	1854	1906	1860	1803	1935	1943
11	2102	1967	1974	1905	1824	1987	2042	1993	1932	2074
12	1807	1909	1845	1927	2016	1794	1954	2009	1960	1900
<i>High School Total</i>	<i>7470</i>	<i>7404</i>	<i>7358</i>	<i>7476</i>	<i>7583</i>	<i>7530</i>	<i>7643</i>	<i>7723</i>	<i>7753</i>	<i>7801</i>
<b>Total</b>	<b>24861</b>	<b>25011</b>	<b>25107</b>	<b>25305</b>	<b>25231</b>	<b>25076</b>	<b>25215</b>	<b>25270</b>	<b>25305</b>	<b>25427</b>
<i>Change</i>		<i>150</i>	<i>96</i>	<i>198</i>	<i>-74</i>	<i>-155</i>	<i>140</i>	<i>54</i>	<i>35</i>	<i>122</i>

Birth rates declined from 2007 to 2010 so that the kindergarten class sizes have decreased the last few years. The birth rate then increased during 2011 and 2012 so that we expect to see the kindergarten class sizes increase in the next couple years. Middle and high school enrollments are likely to continue to increase in the short term as the relatively large current elementary school classes progress through MMSD. In addition to the K-12 students listed above, a total of 1,778 students are enrolled in MMSD 4K programs.

### By School and Grade

Projections by school and grade begin on page 4. These projections use the same methodology as higher-level projections. However, they are subject to a much higher degree of variability because even a small amount of unanticipated mobility or development can change local enrollments significantly. In addition, these projections are less reliable further into the future. Nonetheless, they can help schools establish plans by grade level and observe the likely progression of unusually large or small classes. Due to rounding and the presence of alternative programs, the sum of projections by school and grade for each year will differ slightly from the overall projections presented above. Several schools that had large increase or decreases in their enrollment when compared to the projection for the 2015-16 school year are Midvale Elementary (6% higher), Olson elementary (11% lower), and Badger Rock Middle (16% lower).

It is important to note that these projections routinely prove to be more accurate than the planning rosters that schools can access via the Data Dashboard in the spring of each school year. These planning rosters include lists of students currently pointed to attend each school based on feeder patterns so schools can learn some basic information about the profile of their incoming students, but they are not enrollment projections. Because of the presence of charter middle schools (Wright, Spring Harbor, Badger Rock) with application processes, to which students are only assigned after they apply and are selected, these planning rosters routinely overestimate the size of incoming sixth grade classes at certain middle schools. Therefore, any large disparities between these projections and planning rosters, particularly at the middle school level, should not be regarded as an error in either system, but rather a reflection of the different purposes of these resources.



## District Wide Demographics

	Count of students					Percent of students				
	11-12	12-13	13-14	14-15	15-16	11-12	12-13	13-14	14-15	15-16
<i>Race &amp; ethnicity</i>										
American Indian	89	94	88	89	89	<1%	<1%	<1%	<1%	<1%
Asian	2304	2293	2269	2315	2288	9%	9%	9%	9%	9%
Black or African American	4758	4629	4634	4591	4512	19%	19%	18%	18%	18%
Hispanic or Latino	4447	4607	4814	4978	5163	18%	18%	19%	20%	20%
Pacific Islander	19	18	24	18	16	<1%	<1%	<1%	<1%	<1%
Two or more races	2033	2135	2171	2200	2262	8%	9%	9%	9%	9%
White	11210	11234	11107	11113	10901	45%	45%	44%	44%	43%
<i>Other demographics</i>										
Low-income	11061	11375	11814	12158	12511	44%	45%	47%	48%	50%
ELL	5810	6102	6438	6705	6871	23%	24%	26%	26%	27%
Special Education	3075	3213	3357	3501	3451	12%	13%	13%	14%	14%

Over the past five years the number students and the percent of the student population identifying as Hispanic or Latino or two or more races has grown. Also, the number of students and the percent of the student population identified as low-income or an English Language Learner has increased. We do not produce projections based on demographic characteristics.

### Note:

The tables on the following pages reporting five year projections by school and grade were updated February 2016. The previous reported projections were incorrect for the middle school grade six and high school grade nine for 2016-17.

The grade six and grade nine projections for the 2017-18 school year were incorrectly identified as the 2016-17 projection in the previous report. The correct 2016-17 projection for the sixth and ninth grades have been added to this report and the 2017-18 projection is now correctly identified as such.



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
ALLIS	2015-16	84	90	72	62	60	64								432
ALLIS	2016-17	82	80	88	70	60	58								439
ALLIS	2017-18	85	78	79	85	68	59								453
ALLIS	2018-19	87	81	77	76	83	66								470
ALLIS	2019-20	89	84	79	74	74	81								481
ALLIS	2020-21	90	85	82	77	72	72								478
CHAVEZ	2015-16	102	103	114	98	96	99								612
CHAVEZ	2016-17	99	98	101	110	95	93								597
CHAVEZ	2017-18	103	95	96	98	107	93								591
CHAVEZ	2018-19	106	98	93	93	95	105								589
CHAVEZ	2019-20	108	101	96	90	90	92								578
CHAVEZ	2020-21	109	103	99	93	88	88								580
CRESTWOOD	2015-16	57	55	69	69	56	69								375
CRESTWOOD	2016-17	55	55	54	67	67	55								352
CRESTWOOD	2017-18	57	53	53	52	65	65								346
CRESTWOOD	2018-19	59	55	52	52	51	63								332
CRESTWOOD	2019-20	60	57	54	50	50	49								321
CRESTWOOD	2020-21	61	58	56	52	49	49								324
ELVEHJEM	2015-16	76	76	71	79	54	91								447
ELVEHJEM	2016-17	74	73	74	69	77	53								419
ELVEHJEM	2017-18	76	71	71	72	67	75								432
ELVEHJEM	2018-19	79	73	69	69	70	65								426
ELVEHJEM	2019-20	80	76	72	67	67	68								430
ELVEHJEM	2020-21	81	77	74	69	65	65								432
EMERSON	2015-16	65	75	62	59	60	57								378
EMERSON	2016-17	63	62	73	60	57	58								375
EMERSON	2017-18	65	61	61	71	58	56								372
EMERSON	2018-19	68	63	59	59	69	57								374
EMERSON	2019-20	69	65	61	57	57	67								377
EMERSON	2020-21	70	66	63	59	56	56								370
FALK	2015-16	58	51	45	45	47	35								281
FALK	2016-17	56	55	50	44	44	46								295
FALK	2017-18	58	54	54	48	42	43								300
FALK	2018-19	60	56	53	53	47	41								310
FALK	2019-20	61	58	55	51	51	46								322
FALK	2020-21	62	59	57	53	50	50								330
FRANKLIN	2015-16	109	117	117											343
FRANKLIN	2016-17	106	104	115											325
FRANKLIN	2017-18	110	101	102											313
FRANKLIN	2018-19	113	105	99											318
FRANKLIN	2019-20	115	108	103											326
FRANKLIN	2020-21	117	110	106											333



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
GLENDALE	2015-16	83	83	64	76	80	60								446
GLENDALE	2016-17	81	79	81	62	74	78								455
GLENDALE	2017-18	84	77	78	79	60	72								449
GLENDALE	2018-19	86	80	76	75	77	59								452
GLENDALE	2019-20	88	83	78	73	73	75								470
GLENDALE	2020-21	89	84	81	76	71	71								472
GOMPERS	2015-16	45	30	51	41	47	40								254
GOMPERS	2016-17	44	43	29	49	40	46								251
GOMPERS	2017-18	45	42	42	28	48	39								245
GOMPERS	2018-19	47	43	41	41	28	47								246
GOMPERS	2019-20	48	45	42	40	40	27								241
GOMPERS	2020-21	48	46	44	41	39	39								256
HAWTHORNE	2015-16	54	64	65	46	55	60								344
HAWTHORNE	2016-17	53	52	63	63	45	54								328
HAWTHORNE	2017-18	54	50	51	61	61	44								321
HAWTHORNE	2018-19	56	52	49	49	59	60								325
HAWTHORNE	2019-20	57	54	51	48	48	57								315
HAWTHORNE	2020-21	58	55	53	49	46	46								307
HUEGEL	2015-16	81	83	64	88	65	47								428
HUEGEL	2016-17	79	77	81	62	86	63								448
HUEGEL	2017-18	82	75	76	79	60	83								455
HUEGEL	2018-19	84	78	74	74	77	59								445
HUEGEL	2019-20	86	81	76	72	71	75								460
HUEGEL	2020-21	87	82	79	74	70	70								461
KENNEDY	2015-16	79	75	91	100	85	101								531
KENNEDY	2016-17	77	76	73	88	97	83								494
KENNEDY	2017-18	79	74	74	71	86	95								479
KENNEDY	2018-19	82	76	72	72	69	83								455
KENNEDY	2019-20	84	79	74	70	70	67								443
KENNEDY	2020-21	85	80	77	72	68	68								449
LAKE VIEW	2015-16	47	39	44	40	44	49								263
LAKE VIEW	2016-17	46	45	38	43	39	43								253
LAKE VIEW	2017-18	47	44	44	37	41	38								251
LAKE VIEW	2018-19	49	45	43	43	36	40								256
LAKE VIEW	2019-20	50	47	44	42	41	35								259
LAKE VIEW	2020-21	50	48	46	43	40	40								267
LAPHAM	2015-16	64	64	73											201
LAPHAM	2016-17	62	61	63											186
LAPHAM	2017-18	64	60	60											184
LAPHAM	2018-19	67	62	58											186
LAPHAM	2019-20	68	64	60											192
LAPHAM	2020-21	69	65	62											196



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
LEOPOLD	2015-16	131	119	123	95	106	95								669
LEOPOLD	2016-17	127	125	117	119	92	103								684
LEOPOLD	2017-18	132	122	123	113	116	90								695
LEOPOLD	2018-19	136	126	119	119	110	113								723
LEOPOLD	2019-20	139	130	123	116	116	107								730
LEOPOLD	2020-21	140	133	128	120	112	113								745
LINCOLN	2015-16				126	133	112								371
LINCOLN	2016-17				159	122	129								411
LINCOLN	2017-18				139	154	119								413
LINCOLN	2018-19				149	136	150								435
LINCOLN	2019-20				145	145	132								422
LINCOLN	2020-21				150	141	141								431
LINDBERGH	2015-16	26	36	29	39	41	31								202
LINDBERGH	2016-17	25	25	35	28	38	40								191
LINDBERGH	2017-18	26	24	24	34	27	37								173
LINDBERGH	2018-19	27	25	24	24	33	27								159
LINDBERGH	2019-20	27	26	25	23	23	32								156
LINDBERGH	2020-21	28	26	25	24	22	22								148
LOWELL	2015-16	64	63	53	50	50	64								344
LOWELL	2016-17	62	61	62	51	49	49								334
LOWELL	2017-18	64	60	60	60	50	47								341
LOWELL	2018-19	67	62	58	58	58	49								351
LOWELL	2019-20	68	64	60	57	56	57								361
LOWELL	2020-21	69	65	62	58	55	55								364
MARQUETTE	2015-16				74	68	71								213
MARQUETTE	2016-17				71	72	66								209
MARQUETTE	2017-18				61	69	70								200
MARQUETTE	2018-19				58	59	67								184
MARQUETTE	2019-20				57	56	57								170
MARQUETTE	2020-21				58	55	55								168
MENDOTA	2015-16	56	55	46	46	52	45								300
MENDOTA	2016-17	54	54	54	45	45	51								302
MENDOTA	2017-18	56	52	52	52	43	44								300
MENDOTA	2018-19	58	54	51	51	51	42								307
MENDOTA	2019-20	59	56	53	49	49	49								316
MENDOTA	2020-21	60	57	55	51	48	48								319
MIDVALE	2015-16	164	147	164											475
MIDVALE	2016-17	160	157	144											460
MIDVALE	2017-18	165	153	154											471
MIDVALE	2018-19	171	158	149											478
MIDVALE	2019-20	173	163	155											491
MIDVALE	2020-21	176	166	160											501



SCHOOL	YEAR	K												Total K-12			
		G	1	2	3	4	5	6	7	8	9	10	11		12		
MUIR	2015-16	86	64	52	72	65	58										397
MUIR	2016-17	84	82	63	50	70	63										412
MUIR	2017-18	87	80	81	61	49	68										425
MUIR	2018-19	89	83	78	78	59	48										435
MUIR	2019-20	91	86	81	76	76	57										467
MUIR	2020-21	92	87	84	79	74	74										489
NUESTRO MUNDO	2015-16	53	54	54	54	52	47										314
NUESTRO MUNDO	2016-17	54	53	53	52	51	46										308
NUESTRO MUNDO	2017-18	55	51	52	51	51	49										309
NUESTRO MUNDO	2018-19	57	53	50	50	50	50										310
NUESTRO MUNDO	2019-20	58	55	52	49	49	48										310
NUESTRO MUNDO	2020-21	59	56	54	50	47	47										313
OLSON	2015-16	69	71	59	64	66	55										384
OLSON	2016-17	67	66	70	57	62	64										386
OLSON	2017-18	69	64	65	67	56	61										382
OLSON	2018-19	72	66	63	63	65	54										383
OLSON	2019-20	73	69	65	61	61	64										392
OLSON	2020-21	74	70	67	63	59	59										393
ORCH RIDGE	2015-16	47	59	55	58	45	42										306
ORCH RIDGE	2016-17	46	45	58	53	56	44										302
ORCH RIDGE	2017-18	47	44	44	56	52	55										298
ORCH RIDGE	2018-19	49	45	43	43	54	50										284
ORCH RIDGE	2019-20	50	47	44	42	41	53										277
ORCH RIDGE	2020-21	50	48	46	43	40	40										267
RANDALL	2015-16				128	134	131										393
RANDALL	2016-17				113	124	130										368
RANDALL	2017-18				111	110	121										342
RANDALL	2018-19				99	108	107										314
RANDALL	2019-20				96	96	105										297
RANDALL	2020-21				100	94	94										287
SANDBURG	2015-16	66	79	82	62	71	73										433
SANDBURG	2016-17	64	63	77	79	60	69										414
SANDBURG	2017-18	66	61	62	75	77	59										401
SANDBURG	2018-19	69	64	60	60	73	75										400
SANDBURG	2019-20	70	66	62	58	58	71										385
SANDBURG	2020-21	71	67	64	60	57	57										375
SCHENK	2015-16	72	77	66	79	63	72										429
SCHENK	2016-17	70	69	75	64	77	61										416
SCHENK	2017-18	72	67	67	73	62	75										417
SCHENK	2018-19	75	69	66	65	71	61										407
SCHENK	2019-20	76	72	68	64	64	69										412
SCHENK	2020-21	77	73	70	66	62	62										410



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
SHOREWOOD	2015-16	84	71	74	82	64	51								426
SHOREWOOD	2016-17	82	80	70	72	80	62								445
SHOREWOOD	2017-18	85	78	79	67	70	78								456
SHOREWOOD	2018-19	87	81	77	76	65	68								454
SHOREWOOD	2019-20	89	84	79	74	74	64								464
SHOREWOOD	2020-21	90	85	82	77	72	72								478
STEPHENS	2015-16	81	99	82	89	72	75								498
STEPHENS	2016-17	79	77	97	79	87	70								489
STEPHENS	2017-18	82	75	76	94	77	84								488
STEPHENS	2018-19	84	78	74	74	91	75								476
STEPHENS	2019-20	86	81	76	72	71	89								474
STEPHENS	2020-21	87	82	79	74	70	70								461
THOREAU	2015-16	63	87	66	64	57	82								419
THOREAU	2016-17	61	60	85	64	62	55								388
THOREAU	2017-18	63	59	59	83	62	61								386
THOREAU	2018-19	66	61	57	57	80	61								382
THOREAU	2019-20	67	63	59	56	56	78								378
THOREAU	2020-21	68	64	61	58	54	54								358
VAN HISE	2015-16	61	68	65	74	63	64								395
VAN HISE	2016-17	59	58	67	63	72	61								381
VAN HISE	2017-18	61	57	57	65	61	70								371
VAN HISE	2018-19	63	59	56	55	63	60								355
VAN HISE	2019-20	65	61	58	54	54	61								351
VAN HISE	2020-21	65	62	59	56	52	52								347
BADGER ROCK	2015-16							33	23	17					73
BADGER ROCK	2016-17							40	32	23					95
BADGER ROCK	2017-18							40	39	32					111
BADGER ROCK	2018-19							40	39	39					118
BADGER ROCK	2019-20							40	39	39					118
BADGER ROCK	2020-21							40	39	39					118
BLACK HAWK	2015-16							128	117	120					365
BLACK HAWK	2016-17							126	125	116					367
BLACK HAWK	2017-18							138	123	124					384
BLACK HAWK	2018-19							122	134	122					378
BLACK HAWK	2019-20							121	119	133					373
BLACK HAWK	2020-21							109	118	118					345
CHEROKEE	2015-16							169	121	158					448
CHEROKEE	2016-17							154	165	120					439
CHEROKEE	2017-18							145	150	164					459
CHEROKEE	2018-19							138	141	149					428
CHEROKEE	2019-20							158	134	140					432
CHEROKEE	2020-21							164	154	133					451



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
HAMILTON	2015-16							322	266	280					868
HAMILTON	2016-17							260	314	264					838
HAMILTON	2017-18							271	253	312					837
HAMILTON	2018-19							282	264	252					798
HAMILTON	2019-20							263	275	263					800
HAMILTON	2020-21							253	256	273					783
JEFFERSON	2015-16							183	181	158					522
JEFFERSON	2016-17							161	178	180					519
JEFFERSON	2017-18							158	157	177					492
JEFFERSON	2018-19							177	154	156					486
JEFFERSON	2019-20							153	172	153					478
JEFFERSON	2020-21							165	150	171					485
O'KEEFFE	2015-16							148	171	151					470
O'KEEFFE	2016-17							148	144	170					463
O'KEEFFE	2017-18							127	145	143					415
O'KEEFFE	2018-19							126	124	144					394
O'KEEFFE	2019-20							130	123	123					376
O'KEEFFE	2020-21							128	126	122					377
SENNETT	2015-16							226	206	216					648
SENNETT	2016-17							204	220	205					629
SENNETT	2017-18							230	199	219					647
SENNETT	2018-19							198	224	198					619
SENNETT	2019-20							210	193	223					626
SENNETT	2020-21							224	205	192					621
SHERMAN MD	2015-16							137	127	150					414
SHERMAN MD	2016-17							158	134	126					418
SHERMAN MD	2017-18							155	154	133					442
SHERMAN MD	2018-19							137	151	153					442
SHERMAN MD	2019-20							157	134	150					441
SHERMAN MD	2020-21							163	153	133					449
SPRING HARBOR	2015-16							86	85	79					250
SPRING HARBOR	2016-17							74	84	85					243
SPRING HARBOR	2017-18							74	72	83					230
SPRING HARBOR	2018-19							83	72	72					227
SPRING HARBOR	2019-20							75	81	72					228
SPRING HARBOR	2020-21							78	74	80					232
TOKI	2015-16							221	185	180					586
TOKI	2016-17							165	215	184					565
TOKI	2017-18							179	161	214					554
TOKI	2018-19							197	174	160					532
TOKI	2019-20							183	192	173					548
TOKI	2020-21							192	178	191					561



SCHOOL	YEAR	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total K-12
WHITEHORSE	2015-16							142	137	155					434
WHITEHORSE	2016-17							155	138	136					430
WHITEHORSE	2017-18							131	151	138					420
WHITEHORSE	2018-19							151	128	150					430
WHITEHORSE	2019-20							131	148	127					405
WHITEHORSE	2020-21							124	127	147					398
WRIGHT	2015-16							87	88	81					256
WRIGHT	2016-17							84	85	87					256
WRIGHT	2017-18							89	82	84					255
WRIGHT	2018-19							82	87	81					250
WRIGHT	2019-20							98	80	86					264
WRIGHT	2020-21							91	95	80					266
EAST	2015-16										435	390	383	377	1585
EAST	2016-17										454	439	418	377	1688
EAST	2017-18										445	458	470	411	1784
EAST	2018-19										434	449	491	463	1836
EAST	2019-20										451	438	481	483	1853
EAST	2020-21										439	455	469	473	1836
LA FOLLETTE	2015-16										386	381	372	375	1514
LA FOLLETTE	2016-17										398	386	421	346	1551
LA FOLLETTE	2017-18										368	398	427	392	1583
LA FOLLETTE	2018-19										385	368	439	397	1588
LA FOLLETTE	2019-20										374	385	406	409	1573
LA FOLLETTE	2020-21										376	374	425	378	1553
MEMORIAL	2015-16										489	488	460	483	1920
MEMORIAL	2016-17										446	489	539	428	1902
MEMORIAL	2017-18										477	446	540	501	1966
MEMORIAL	2018-19										505	477	493	503	1979
MEMORIAL	2019-20										416	505	528	459	1908
MEMORIAL	2020-21										426	416	559	491	1891
WEST	2015-16										571	548	493	504	2116
WEST	2016-17										519	571	606	458	2154
WEST	2017-18										471	519	631	563	2184
WEST	2018-19										561	471	573	587	2192
WEST	2019-20										481	561	520	533	2095
WEST	2020-21										487	481	620	484	2072



## Appendix A: Projection Accuracy

As indicated earlier in this report, MMSD's enrollment projection methodology aligns to best practices across the country. However, we receive regular questions about the accuracy of our projections. In this appendix, we provide a one-time look at projection accuracy to illustrate the effectiveness of our methods.

### MMSD and APL K-12 Projections

Prior to the 2012-13 school year, the Research & Program Evaluation Office engaged the Applied Population Lab (APL) at the University of Wisconsin-Madison to conduct district-level K-12 enrollment projections so we could compare the results of their methods against the results of our methods. APL demographers provide enrollment projection services for many districts in Wisconsin using the best available methods, including cohort persistence rates and recent birth data, just as MMSD uses for our in-house projection system. The table below shows the projections provided by APL in 2012 for the past four school years, the projections we produced using our in-house system, and actual enrollment for those years.

	2012-13	2013-14	2014-15	2015-16
APL Projection	25149	25267	25489	25707
MMSD Projection	25126	25141	25217	25209
Actual Enrollment	25010	25107	25298	25231
APL Error	0.6%	0.6%	0.8%	1.9%
MMSD Error	0.5%	0.1%	-0.3%	-0.1%

This table shows that our in-house projection system outperformed the models used by APL for each of the past four years. We provide this information not to critique the APL projections, which were, in aggregate, extremely accurate; instead, we want to illustrate that our systems proved more accurate for the four years in question, never missing overall enrollment by more than one half of one percent.

### 2014-15 One-Year Projections by Grade

We also chose to examine the projections conducted in the Fall of 2014 and see how accurate they were for the Fall of 2015. The table below includes that information by grade, level, and overall.

	14-15	15-16 Projection	15-16 Actual	Error
K	2257	2083	2127	-2.1%
1	2107	2223	2154	3.2%
2	2137	2065	2073	-0.4%
3	2018	2094	2059	1.7%
4	2009	1980	1951	1.5%
5	1931	1985	1940	2.3%
<i>Elementary Total</i>	<i>12459</i>	<i>12430</i>	<i>12304</i>	<i>1.0%</i>
6	1782	1869	1882	-0.7%
7	1781	1761	1709	3.0%
8	1807	1785	1753	1.8%
<i>Middle Total</i>	<i>5370</i>	<i>5414</i>	<i>5344</i>	<i>1.3%</i>
9	1824	1892	1889	0.2%
10	1820	1824	1854	-1.6%
11	1905	2002	1824	9.8%
12	1927	1772	2016	-12.1%
<i>High School Total</i>	<i>7476</i>	<i>7490</i>	<i>7583</i>	<i>-1.2%</i>
<b>District Total</b>	<b>25305</b>	<b>25334</b>	<b>25231</b>	<b>0.4%</b>

Overall, our projected enrollment was less than one half of one percent too high. Projections by grade varied a little more but were almost always within 3% in either direction. Our biggest errors were in under-projecting grade 12 and over-projecting grade 11, which is due to a change in practice at the school level of promoting more grade 11 students to grade 12 instead of retaining them. For an additional look at projection accuracy, we went back to the projections conducted in the Fall of 2014 by school and grade for 2015-16 and compared them with actual enrollment. We observed that by school and grade, most projections were highly accurate, with most errors between 0%-3%, corresponding to only a few students in each case.



## School Capacities Fall 2015

### Key Findings

1. Most MMSD schools are not over capacity. Six of the 32 elementary schools and one of the 12 middle schools had Third Friday enrollment numbers above their calculated capacities.
2. Thirteen of the 32 elementary schools, two of the 12 middle schools, and one of the five high schools had Third Friday enrollment numbers above the ideal 90% of capacity.

### Capacity Methodology

Research indicates that the ideal operating capacity for schools is 90% to allow for flexibility during the school year. Capacity calculations in MMSD vary by level. At the elementary school level, capacity calculations are based on the number of available classrooms and the number of students that can sit in a classroom. The number of available classrooms is calculated by first counting the number of rooms in each building that could become a classroom (well-ventilated rooms that are 500 square feet or larger). Then, rooms that are used for certain other activities (art, music, Reach, strings, alternative programs, 4K, etc.) are subtracted from this count. These room counts were established by an audit of classroom use conducted by the Chief of School Operations during the spring semester of the 2014-15 school year. This number of rooms is then reduced by one to create an intentionally conservative calculation, and then multiplied by the number of students who can sit in a classroom to calculate a capacity. Because room use can change significantly from year to year, school capacities are not static and can also vary over time. At the middle school level, because homerooms are less static and students move more frequently from room to room, school capacities are based on the number of instructional spaces and gyms without any adjustments based on room usage.

According to a review conducted by Hanover Research, MMSD's capacity calculations are aligned with practices in other similarly sized school districts. These capacity calculations do not address issues of inadequate facilities, scheduling, or space use. Instead, they provide context around the number of students each building could support based only on available seats. As such, they may be an incomplete picture of capacity and should be used in concert with qualitative data to assess capacity concerns.

### Schools Over 100% of Capacity

For the 2015-16 school year, six elementary schools were above 100% capacity as of the Third Friday of September count. Based on five-year enrollment projections we expect six schools to be above 100% capacity by 2020-21, although these projections are highly variable and subject to significant change. At the middle school level one school was above 100% of capacity and one high school and middle school were above 90% of capacity. Based on five-year enrollment projections we expect two middle schools and no high schools to be above 90% of capacity by 2020-21. Traditionally the school capacity formula is designed to be conservative in order to flag schools early, so schools listed as slightly over capacity will likely still have seats available for additional students.

### Short-term Facilities Plan Capacities Expansion

The short-term facilities plan, approved via referendum in April 2015, includes renovations and additions increasing the capacity at five elementary schools and one middle school. Of the six elementary schools currently above 100% of capacity, three were included in the short-term facilities plan for capacity expansion.



### Elementary School Capacities

	2015-16 Student Capacity	2015-16 Third Friday Enrollment	2015-16 Remaining Spaces	2015-16 Percent Capacity	2015-16 Percent Capacity with Additions	2020-21 Projected Enrollment	2020-21 Projected Percent Capacity	2020-21 Projected Percent Capacity with Additions
<i>Elementary overall</i>	13905	12303	1602	88%	86%	12111	87%	85%
Sandburg	374	433	-59	116%	88%	375	100%	76%
Midvale	442	475	-33	107%	90%	501	113%	95%
Nuestro Mundo	295	314	-19	106%	—	313	106%	—
Randall	370	393	-23	106%	—	287	78%	—
Van Hise	380	395	-15	104%	88%	347	91%	78%
Thoreau	413	419	-6	101%	—	358	87%	—
Lowell	354	344	10	97%	—	364	103%	—
Elvehjem	470	447	23	95%	—	432	92%	—
Chavez	648	612	36	94%	—	580	90%	—
Emerson	413	378	35	92%	—	370	90%	—
Kennedy	581	531	50	91%	79%	449	77%	67%*
Schenk	472	429	43	91%	—	410	87%	—
Shorewood	469	426	43	91%	—	478	102%	—
Stephens	558	498	60	89%	—	461	83%	—
Crestwood	423	375	48	89%	—	324	77%	—
Muir	453	397	56	88%	—	489	108%	—
Hawthorne	393	344	49	88%	76%	307	78%	68%**
Glendale	511	446	65	87%	—	472	92%	—
Franklin	393	343	50	87%	—	333	85%	—
Leopold	767	669	98	87%	—	745	97%	—
Huegel	492	428	64	87%	—	461	94%	—
Lake View	315	263	52	83%	—	267	85%	—
Orchard Ridge	374	306	68	82%	—	267	71%	—
Lapham	248	201	47	81%	—	196	79%	—
Gompers	315	254	61	81%	—	256	81%	—
Mendota	373	300	73	80%	—	319	85%	—
Falk	354	281	73	79%	—	330	93%	—
Lindbergh	256	202	54	79%	—	148	58%	—
Marquette	271	213	58	79%	—	168	62%	—
Allis	590	432	158	73%	—	478	81%	—
Lincoln	535	371	164	69%	—	431	81%	—
Olson	603	384	219	64%	—	393	65%	—

Yellow text indicates the percent of capacity is between 90% and 100%

Red text indicates the percent of capacity is 100% or more

Table is organized from high to low on 2015-16 percent of capacity

\*Kennedy's additions were driven primarily by accessibility concerns. Necessary renovations for accessibility created natural space for additional classrooms, which will add to Kennedy's capacity. Therefore, the projection of lower enrollment in Kennedy in future years does not mean the additions are not necessary, as classroom space is not their primary purpose. In addition, anticipated future residential development in the Kennedy area makes their five-year projections particularly variable.

\*\*Hawthorne's additions were not driven by the need for additional classroom space; instead, they address the need for a new gymnasium. The old gym is being converted into class space, creating extra capacity. Therefore, the projection of lower enrollment in Hawthorne in future years does not mean the additions are not necessary, as classroom space is not their primary purpose. In addition, historical crowding at Hawthorne caused a 4K section as well as other programming to be moved to a different location.

For both Kennedy and Hawthorne, if the lower projections for 2020-21 prove to be accurate, changes in practice are likely to result in the additional space being used in beneficial and necessary ways. For example, 4K or other programming could be relocated or returned to these schools. These schools also could become new destinations for Open Enrollment Enterers or internal transfers. Changes in programming and practices over the next five years mean that these schools likely will be much more full than the five-year projection number suggests.



### Middle and High School Capacities

	2015-16 Student Capacity	2015-16 3rd Friday September Enrollment	2015-16 Number of Seats Remaining	2015-16 Percent Capacity	2015-16 Percent Capacity with Additions	Projected 2020-21 Enrollment	Projected 2020-21 Percent Capacity	Projected 2020-21 Percent Capacity With Additions
Total Middle	6948	5334	1614	77%	72%	4994	72%	71%
Total High	9958	7251	2707	73%	73%	7406	74%	74%
<i>East High Attendance Area</i>								
Black Hawk	576	365	211	63%	—	337	58%	—
O’Keeffe	774	470	304	61%	—	371	48%	—
Sherman	684	414	270	61%	—	447	65%	—
Total Middle	2034	1249	785	61%	—	1155	57%	—
East	2737	1585	1152	58%	—	1771	65%	—
<i>La Follette High Attendance Area</i>								
Badger Rock	126	73	53	58%	—	118	93%	—
Sennett	918	648	270	71%	—	638	70%	—
Whitehorse	522	434	88	83%	—	365	70%	—
Total Middle	1566	1155	411	74%	—	1121	72%	—
La Follette	2346	1514	832	65%	—	1534	65%	—
<i>Memorial High Attendance Area</i>								
Jefferson	540	522	18	97%	—	472	87%	See note*
Spring Harbor	306	250	56	82%	—	223	73%	—
Toki	774	586	188	76%	—	538	70%	—
Total Middle	1620	1358	262	84%	—	1233	76%	—
Memorial	2323	1920	403	83%	—	1889	81%	—
<i>West High Attendance Area</i>								
Cherokee	630	448	182	71%	—	464	74%	—
Hamilton	774	868	-94	112%	103%	746	96%	88%
James Wright	324	256	68	79%	—	276	85%	—
Total Middle	1728	1572	156	91%	—	1486	86%	—
West	2300	2116	184	92%	—	2098	91%	—
<i>Alternative school</i>								
Shabazz	252	116	136	46%	—	114	45%	—

Yellow text indicates the percent of capacity is between 90% and 100%  
 Red text indicates the percent of capacity is 100% or more  
 Table is organized from high to low on 2015-16 percent of capacity

\* Jefferson is receiving a renovation of their HVAC system, an electrical system upgrade, and other updates as a part of the Referendum. They will also be changing the use of classroom space with the expectation of creating a better learning environment and increasing capacity. However, the exact capacity gained by these renovations is unknown, so we do not include an updated capacity estimate in this table.

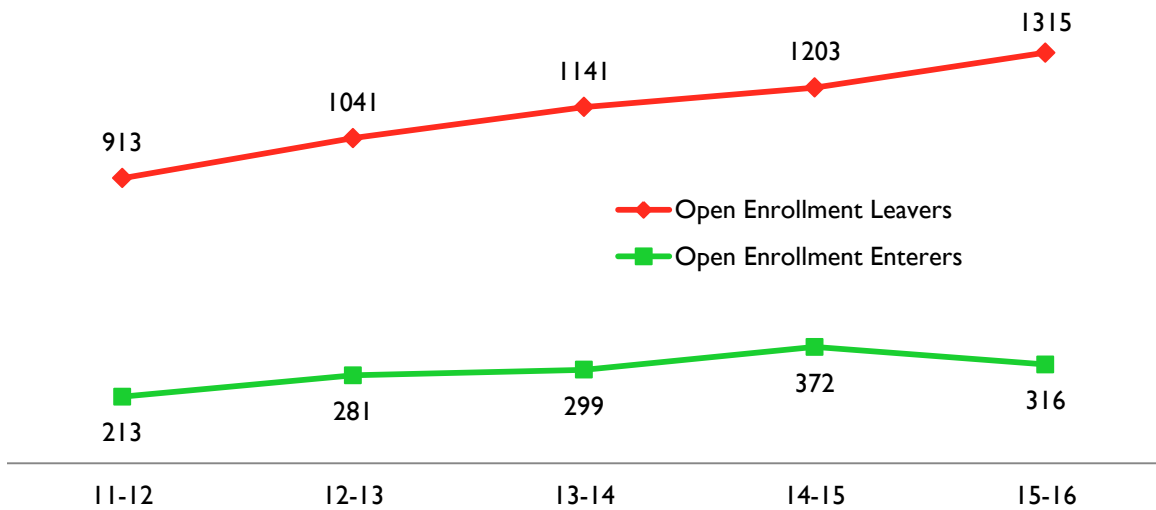
# Open Enrollment Report Fall 2015

## Key Findings

1. In total, MMSD has 316 open enrollment enterers and 1315 open enrollment leavers for 2015-16; among those 1315 leavers, 61% have never enrolled in an MMSD school.
2. The net effect of open enrollment increased to 999 students leaving the district for the 2015-16 school year from 831 in 2014-15, an increase of 20%.
3. The number of open enrollment leavers increased to 1315 for the 2015-16 school year from 1203 for the 2014-15 school year, an increase of 9%.
4. The number of open enrollment enterers decreased to 316 for the 2015-16 school year from 372 for the 2014-15 school year, a decrease of 15%.
5. The number of new leavers increased to 424 for the 2015-16 from 356 for 2014-15, an increase of 28%, although only 154 of these 424 had ever enrolled in an MMSD school before.
6. The most common grades for new open enrollment leavers are K4, K5, and ninth grade. Open enrollment leavers are disproportionately white.
7. The most common grades for new open enrollment enterers are K4, eleventh, and twelfth grade. Open enrollment enterers mirror the racial/ethnic composition of the district.

This report presents a history of open enrollment in MMSD, as well as detailed breakouts of open enrollment for the 2015-16 school year. Open enrollment in Wisconsin took effect for the 1998-99 school year, in which MMSD had fewer than 20 leavers. Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or fewer and this is indicated by “—” in data tables.

## Total 4K-12 Open Enrollment Leavers and Enterers



	11-12	12-13	13-14	14-15	15-16
Net Effect	-700	-760	-842	-831	-999
Change in Effect	—	-60	-82	11	-168

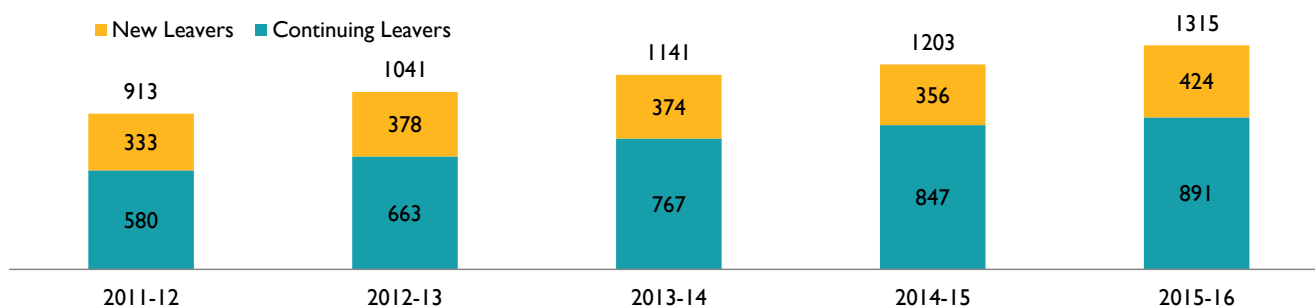
For the 2015-16 school year, MMSD has 1315 open enrollment leavers and 316 open enrollment enterers for a net effect of 999 students choosing to attend a district other than MMSD. The increase in the net effect of open enrollment is 168.

## Continuing and New Open Enrollment Leavers

Of the 1315 open enrollment leavers during the 2015-16 Third Friday count 891 are continuing open enrollment leavers and 424 are new open enrollment leavers (who had never applied to leave the district in prior years).

The total number of leavers has increased much faster as the number of first time leavers increased because of the cumulative effect of open enrollment. In addition, it is important to remember that open enrollment leavers are not necessarily students who attended an MMSD school and chose to leave after doing so. Of these 1315 leavers, 806 (61%) have no MMSD enrollment records, showing that they have never been an MMSD student despite living within the district.

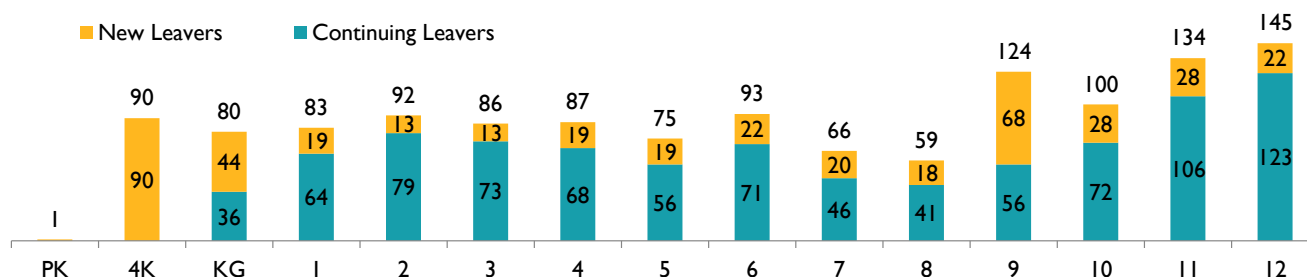
This year the number of new leavers increased after two years of decreases. The decrease in the number of new leavers had slowed the cumulative effect of open enrollment and the future cumulative effects will depend on whether the number of new leavers decreases in the future (as in the past two years) or continues to increase.



Among the 424 new open enrollment leavers, 270 have no past MMSD enrollment records, while 154 were former MMSD students. Of those 154 new leavers who are former MMSD students, though, 96 were MMSD students in 2014-15 or the beginning of 2015-16, while the other 58 had prior MMSD enrollments from earlier years. This suggests that these 58 students may have moved to another district, been home schooled, or attended a private/parochial school for some time, moved back to MMSD, and requested open enrollment without first re-enrolling in an MMSD school.

## Grade Level of Open Enrollment Leavers

The table below shows leavers by grade, with new leavers indicated in orange, continuing leavers in teal, and the total at the top of the column. For example, in grade 2, there were 13 new leavers and 79 continuing leavers, for a total of 92.



The two most common grades for a student to newly open enroll out of MMSD during the 2015-16 school year are 4K, Kindergarten, and ninth grade.

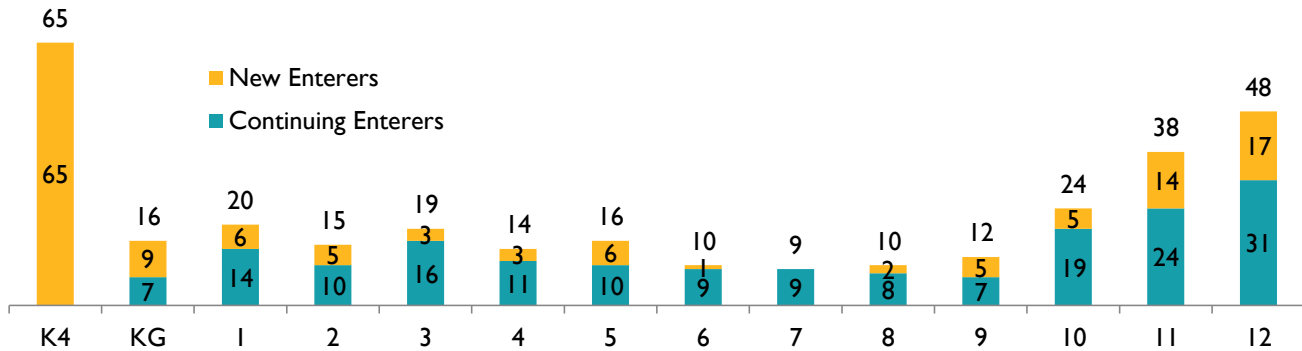
Currently, the highest grade for open enrollment leavers is grade 12, while leavers are much lower in earlier grades. If these trends remain consistent and older cohorts with a large number of leavers graduate to be replaced by younger cohorts with smaller numbers of leavers, then we might expect the total number of leavers to decrease over time; however, we cannot necessarily assume that leaver cohorts will not grow over time as students reach middle and high school transition grades.





### Grade Level of Open Enrollment Enterers

The table below shows enterers by grade, with new enterers indicated in orange, continuing enterers in teal, and the total at the top of the column. For example, in grade 2, there were 5 new enterers and 10 continuing enterers, for a total of 15.



The most common grades for students to open enroll into MMSD are K4, eleventh, and twelfth grade. These also are the most common grades for new enterers this year.

### Race/Ethnicity of Open Enrollment Leavers

	2014-2015			2015-2016		
	Percent Leaver K-12	Percent MMSD K-12	Difference	Percent Leaver K-12	Percent MMSD K-12	Difference
White	67%	44%	23%	66%	43%	23%
Two or more races	7%	9%	-1%	7%	9%	-2%
Asian	6%	9%	-3%	6%	9%	-3%
Hispanic/Latino	10%	20%	-10%	12%	20%	-8%
Black or African American	8%	18%	-9%	9%	18%	-9%

\*\* Organized from high to low on the Difference 2015-16 column

Open enrollment leavers are disproportionately white relative to the MMSD K-12 student population. The percent of the MMSD population that identifies as black or African American is twice as large as the percent of the population of open enrollment leavers that do. This pattern is similar to past years. Other demographic characteristics of open enrollment leavers are not reported here because they change from year to year (income status, special education services, and English Language Learner status) and are therefore less reliable.

### Race/ethnicity of Open Enrollment Enterers

	Percent Enterer K-12	Percent MMSD K-12	Difference
Black or African American	18%	18%	0%
Two or more races	13%	9%	4%
Hispanic/Latino	20%	20%	0%
Asian	7%	9%	-2%
White	42%	43%	-1%

\*\* Organized from high to low on the Difference column

Open enrollment enterers identifying with each race/ethnicity group are similar in proportion to the MMSD population overall, when compared to leavers. In sharp contrast with our leavers, who are disproportionately students that identify as white, the race/ethnicity of our enterers is similar to that of the district.

### Fiscal Impact of Open Enrollment Process

The open enrollment expense of students leaving our district is partially offset each year by the income from students entering our district. The estimated cost of open enrollment for the 2015-16 budget is about \$6.5 million. The transferred funds for each open enrollee for the 2015-16 school year is \$6,639. Please note that the numbers in this table may not match those from prior reports exactly due to retroactive DPI adjustments and more inclusive accounting of income and expenses for students with disabilities. In addition, the 15-16 numbers reflect only a budgeted estimate and do not necessarily reflect final impacts.

	Open Enrollment Income	Open Enrollment Expense	Net Open Enrollment Cost
11-12	\$1,520,840.00	\$5,874,545.00	\$4,353,705.00
12-13	\$1,807,968.00	\$6,564,234.00	\$4,756,266.00
13-14	\$1,817,929.00	\$7,211,317.00	\$5,393,388.00
14-15	\$2,277,485.00	\$7,746,514.00	\$5,469,029.00
<i>15-16 budgeted (estimate)</i>	<i>\$1,967,515.00</i>	<i>\$8,462,068.00</i>	<i>\$6,494,553.00</i>

### Destination of Open Enrollment Leavers

District	Students	District	Students	District	Students	District	Students
McFarland	262	Oregon	115	Merrill	31	Stoughton	10
Monona Grove	243	Sun Prairie	112	N. Ozaukee	16	Appleton	9
Verona	192	Waunakee	52	Mount Horeb	11	Hayward	7
Middleton	178	De Forest	34	Waukesha	10		

\* Districts with fewer than 6 entering leavers have been suppressed

The most common open enrollment destinations for MMSD students are McFarland, Monona Grove, Verona, and Middleton. These districts are consistently the most common open enrollment destinations for students residing in the MMSD attendance boundaries. McFarland is the most popular destination at the elementary school and middle school level. Monona Grove and Verona are the most popular at the high school level.

### Notes on Optional Attendance Zones

This report presents open enrollment data for students living in optional or assigned attendance areas (denoted Allied Asg., Opt Toki/Jef, etc). The Optional High School attendance area was created many years ago to give low-income minority students a choice of schools to attend. The middle school optional attendance areas were created because some students live within walking distance of a school that would not normally be a part of the feeder pattern of their attendance area. Students living in the Allied Assigned attendance area are assigned to one of three schools to prevent a high concentration of low-income students in a single school.

### Elementary (KG-5) Leavers by School and External District

The schools with the highest number of open enrollment leavers are Leopold (88) and Glendale (86). Sixty-two of the 88 leavers from the Leopold attendance area open enrolled into the Oregon School District, which is in close proximity to many parts of the Leopold area. A further 13 open enrolled into the Verona School District which also borders the Leopold area. Similarly, 70 of the 86 open enrollment leavers from the Glendale attendance area open enrolled into the bordering McFarland School District. Open enrollment is most common for schools that are very close to other districts and represents a persistent, structural part of the open enrollment process.

The most common open enrollment destinations for elementary students overall are McFarland, Monona Grove, and Oregon. Most open enrollment leavers attend other districts in Dane County, although some choose to attend districts further away (such as Appleton and Northern Ozaukee), mainly through virtual academic programs. Identification of a student as a virtual school attendee is optional. For the 2015-16 school year there were 63 students identified as actively open enrolled in a virtual school on October 1, 2015. This represents a decrease of 13 students from the last year's number of 76 identified students.



### Elementary (4K-5) Leavers by School and External District

Non-MMSD Open Enrollment District

	McFarland	Monona Grove	Oregon	Sun Prairie	Verona	Middleton	Waunakee	De Forest	Merrill	Mount Horeb	Cambridge	N. Ozaukee	Hayward	Barneveld	Wisconsin Hts	Columbus	Appleton	Belleville	Dodgeville	Evansville	Genoa City J2	Lodi	Marshall	Menasha	Stoughton	Waukesha	Grand Total	
Leopold			62		13	7																						88
Glendale	70	12																										86
Allis	9	10																										37
Hawthorne	8			15																								36
Elvehjem	7	21																										35
Kennedy		13		8																								31
Mendota							17																					26
Huegel																												20
Sandburg				8																								17
Schenk																												17
Gompers							7																					15
Stephens						10																						13
Chavez					10																							12
Olson																												11
Falk																												10
Lindbergh																												10
Thoreau																												9
Lake View																												7
Lowell																												7
Crestwood																												
Orchard Ridge																												
Muir																												
Midvale																												
Allied Asg																												
Emerson																												
Lapham																												
Lincoln																												
Randall																												
Van Hise																												
Franklin																												
District total	124	86	83	65	61	57	39	20	22																			594



**Middle Leavers by School and External District**

Non-MMSD Open Enrollment District

Attendance area of residence	McFarland	Middleton	Monona Grove	Verona	Oregon	De Forest	Sun Prairie	Merrill	N. Ozaukee	Appleton	Mount Horeb	Waukesha	Hayward	Wauwaukee	Johnson Creek	Deerfield	Genoa City J2	Grantsburg	Milton	Grand Total
	Sennett	28		23		—	—	—	—	—			—	—						—
Cherokee	—	7		9	16			—			—	—								38
Toki	—	9		10	—				—		—				—			—		31
Sherman	—		—			—	—	—	—			—								19
Jefferson	—	9				—				—	—									18
Whitehorse	—		—		—	—	—	—		—			—			—				17
Black Hawk	—					—		—	—	—				—						16
O'Keeffe	—	—	—			—											—			8
Hamilton	—	—																		—
Allied Asg	—			—																—
Opt Cher/Ham		—																		—
Opt Toki/Jef		—																		—
District Total	53	35	34	21	17	10	10	8	—	—	—	—	—	—	—	—	—	—	—	218



### High Leavers by School and External District

Non-MMSD Open Enrollment District

Attendance area of residence	Non-MMSD Open Enrollment District																Grand Total		
	Monona	Verona	McFarland	Middleton	Sun Prairie	Oregon	Wauwaukee	Stoughton	N. Ozaukee	De Forest	Waukesha	Grantsburg	Appleton	Belleville	Wisconsin Hts	Merrill		Mount Horeb	Sauk Prairie
La Follette	92	—	57	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	176
Memorial	—	92	—	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	174
East	26	—	12	—	22	—	—	—	—	—	—	—	—	—	—	—	—	—	88
West	—	27	—	9	—	9	—	—	—	—	—	—	—	—	—	—	—	—	60
Opt High School	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
District Total	123	118	85	82	37	11	10	9	—	—	—	—	—	—	—	—	—	—	503



**Elementary Enters by School and External District**

	Albany	Baraboo	Barneveld	Columbus	De Forest Area	Edgerton	Evansville Community	Fall River	Janesville	McFarland	Middleton-Cross Plains Area	Monona Grove	Montello	Mount Horeb Area	Oregon	Portage Community	Stoughton Area	Sun Prairie Area	Verona Area	Watertown Unified	Wausaukee Community	Wisconsin Dells	Total
4K PK Off Site					-			-	-	-	25	6			-		-	6	12		-		60
Chavez Elementary							-				-								-				11
Allis Elementary				-	-					-		-					-						8
Sandburg Elementary					-													-					7
Glendale Elementary												-						-	-				7
Shorewood Elementary											-								-	-			6
Orchard Ridge Elementary						-					-			-					-	-			6
Crestwood Elementary											-						-		-	-			-
Olson Elementary										-	-								-	-			-
Stephens Elementary	-						-				-								-	-			-
Leopold Elementary															-				-	-			-
Lake View Elementary					-													-			-		-
Elvehjem Elementary						-				-	-		-										-
Nuestro Mundo Elementary												-							-	-			-
Muir Elementary																		-					-
Kennedy Elementary		-																-					-
Falk Elementary											-								-	-			-
Mendota Elementary																-				-			-
Lincoln Elementary			-								-								-	-			-
Lapham Elementary												-										-	-
Gompers Elementary					-																-		-
Thoreau Elementary																			-	-			-
Lowell Elementary																		-					-
Huegel Elementary																			-	-			-
Midvale Elementary																			-	-			-
Lindbergh Elementary																		-					-
<b>Total</b>	-	-	-	-	6	-	-	-	-	6	43	16	-	-	-	-	-	22	37	-	8	-	165

**Middle Enterers by School and External District**

	Columbus	De Forest Area	Edgerton	Middleton-Cross Plains Area	Monona Grove	Oregon	Rio Community	Sun Prairie Area	Verona Area	Waunakee Community	Total
Sennett Middle	-	-	-		-				-		<b>8</b>
Cherokee Middle				-					-		<b>6</b>
Jefferson Middle				-				-	-		-
Toki Middle									-		-
Hamilton Middle				-		-				-	-
Sherman Middle		-						-			-
Black Hawk Middle										-	-
Whitehorse Middle							-				-
O'Keeffe Middle								-			-
<b>Total</b>	-	-	-	-	-	-	-	-	<b>13</b>	-	<b>29</b>



**High Enterers by School and External District**

	Belleville	Cambridge	De Forest Area	Deerfield Community	Dodgeville	Fort Atkinson	Lodi	McFarland	Middleton-Cross Plains Area	Monona Grove	Mount Horeb Area	Oregon	Poynette	Rio Community	Sauk Prairie	Stoughton Area	Sun Prairie Area	Verona Area	Waukesha	Waunakee Community	Wisconsin Heights	Total
Memorial High	-				-				20		-	-					10	-	-	-		47
West High		-				-			8		-	-			-	-	14		-			31
East High			-							-		-					-					16
La Follette High								-	8					-			-	-				12
Innovative & Alt High	-						-			-		-					-	-				8
Shabazz High				-				-		-							-					8
<b>Total</b>	-	-	-	-	-	-	-	-	28	17	-	9	-	-	-	-	8	27	-	-	-	122





## Internal Transfer Report Fall 2015

### Key Findings

1. Most students attend the expected school based on where they live.
2. At the elementary school level, the percent of students living in an attendance area who chose to transfer to another MMSD school ranges from less than 1% to 31.2%.
3. The percent of middle school students transferring out ranges from 2% to 20.1%.
4. The percent of high school students transferring out ranges from 5.8% to 8.9%, not including alternative programs.

### Methodology

This report presents data on internal transfers for the 2015-16 school year. Internal transfers are identified for this based on the attendance boundary where students live and the school they attend. This report also reviews requests for internal transfer that were received and processed during this year's internal transfer windows. Internal transfer requests are reviewed on a case-by-case basis and may be approved or denied based on the internal transfer policy.

Enrollment counts and attendance boundaries are based on the Third Friday in September, the first official enrollment date for state reporting purposes. Boxes containing students who are attending the expected school(s) based on their residence are shaded in tan. Internal transfer rates are calculated based on students not attending the expected school (not shaded in tan). Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or

### fewer (---). Notes on Attendance Zones

This report presents internal transfer figures for some students living in optional or assigned attendance zones (denoted as Allied Asg, Opt Cher/Ham, etc.). The optional high school attendance zone was created many years ago to allow low-income minority students to have a choice of schools. Middle school optional attendance zones were created because some students live within walking distance of a school that is not the school they typically would attend. Students living in the Allied Assigned attendance area are assigned to one of three schools to prevent a high concentration of low-income students in a single school. Nuestro Mundo, Badger Rock, and Wright are charter schools, although they all draw students primarily from specific attendance areas.

The sum of students in the "Out of District" attendance zone does not equal the sum of open enrollment enterers presented in the Open Enrollment Report (2015-11-6) because some students may move shortly before the school year and thus not count as open enrollment enterers, and because some students attend under the "senior status rule," which means that students reaching senior status can continue going to school in the same district even if they move.

### Internal Transfers

At the elementary school level, the percentage of students living in each attendance area who transfer out of their attendance area ranges from a low of less than 1%, at Shorewood, to a high of 31.2%, at Mendota. Elementary schools with the most negative net transfers (net loss of students to internal transfer) are Mendota (-88), Falk (-57), and Leopold (-56). Schools with the highest net transfers (net gain of students to internal transfer) are Shorewood (67), Glendale (58), and Chavez (46). Mendota, Falk, and Leopold all had less negative net transfers this year compared to last year (Fall 2014-15 numbers: Mendota (-106), Falk (-70), and Leopold (-61)). This is the second consecutive year of improvement in net transfers for these three schools. Chavez had higher net transfers compared to last year while Glendale's net transfers stayed the same and Shorewood's decreased (Fall 2014-15 numbers: Shorewood (72), Glendale (58), and Chavez (40)).

At the middle school level, the percentage of students living in each attendance area transferring to a different school ranges from a low of 2.0%, at Hamilton, to a high of 20.1%, at Sherman. The middle school with the most negative net transfers is Cherokee (-56) and Black Hawk (-35) and the schools with the highest are O'Keeffe (57) and Hamilton (52). The number of students leaving Cherokee and Black Hawk increased from 38 and 17 students, respectively. However, the school with the most negative transfers during 2014-15, Sherman, improved from 57 net leavers to 29 net leavers. The number of net transfers increased at O'keeffe (55 during 2014-15) and decreased at Hamilton (65 during 2014-15).



At the high school level, the percentage of students living in each attendance area who transfer out of their attendance area ranges from 5.5%, at West, to 8.6%, at Memorial, if we exclude students attending alternative programs. If we include students attending alternative programs as transfer students, then the percentage ranges from 9.4%, at West, to 16.9%, at East. The high school with the most net entering transfers was West (293) and the school with the most net leaving transfers was East (-129). This was similar to the previous school year with West increasing from 290 net incoming transfers and East increasing from 124 net leaving transfers.

### **Internal Transfers and Open Enrollment**

There were 399 internal transfer requests during the first and second round request periods of the 2015-16 school year. Of these, 159 requests were denied (40%), 212 were offered their preferred school (53%), and the other 28 were offered one of their other choices. Twenty-seven of the students whose requests were denied went on to open enroll (17% of denials) while 15 students offered their preferred school went onto open enroll (7% of preferred offers). Twelve of the students who had their requests denied and open enrolled were already attending non-MMSD schools and are therefore not new open enrollment students.



## Elementary School Internal Transfers

Attendance area of residence

School attended	Attendance area of residence																										Out of district	School total	Transfer in	Transfer in %	Net transfer										
	Allis	Chavez	Crestwood	Elvehjem	Emerson	Falk	Franklin	Glendale	Gompers	Hawthorne	Huegel	Kennedy	Lake View	Lapham	Leopold	Lincoln	Lindbergh	Lowell	Marquette	Mendota	Midvale	Muir	Olson	Orchard Ridge	Randall	Sandburg						Schenk	Shorewood	Stephens	Thoreau	Van Hise	Allied Asg				
Allis	385						10																										7	432	47	11%	-27				
Chavez		542				14					13												8											11	612	70	11%	46			
Crestwood			249																																7	375	48	13%	28		
Elvehjem	10			411			8				10																									447	36	8%	-16		
Emerson					334																															378	44	12%	-21		
Falk						248					8													7												281	33	12%	-57		
Franklin							167																			163										343	13	4%	-8		
Glendale	13			19				337			22																							16		8	446	109	24%	58	
Gompers									220			9					7																				254	34	13%	22	
Hawthorne										310							8																				344	34	10%	-15	
Huegel						11					393																										428	35	8%	-19	
Kennedy				10			10		9		466																							20			531	65	12%	-8	
Lake View					9							215												21													263	48	18%	10	
Lapham													78						103																		201	20	10%	4	
Leopold															631																						669	38	6%	-56	
Lincoln						7								11	213																						371	50	13%	22	
Lindbergh																154																					202	48	24%	24	
Lowell	7																	293																			344	51	15%	24	
Marquette					8														107																		213	48	23%	32	
Mendota																				267															10		300	33	11%	-88	
Midvale																278																					475	30	6%	-7	
Muir						12											7																				397	58	15%	38	
Nuestro Mundo	229			13			8				7																										314	85	27%		
Olson						14																															384	52	14%	28	
Orchard Ridge						13																															306	48	16%	6	
Randall							154																														394	33	8%	22	
Sandburg										9																											433	44	10%	9	
Schenk											10																										429	38	9%	-47	
Shorewood																	9																				426			67	
Stephens																																					497	49	10%	31	
Thoreau																																					419	24	6%	-15	
Van Hise																																					395	26	7%	-4	
Van Hise																																						395	26	7%	-4
District total	688	566	269	463	399	338	342	388	232	359	447	539	253	152	725	519	178	320	226	388	312	359	356	300	381	424	476		346	429	399	214	157	12303							
Transfers out	74	24	20	52	65	90	21	51	12	49	54	73	38	16	94	28	24	27	16	121	37	20	24	42	11	35	85		18	39	30	11									
Transfer out %	11%	4%	7%	11%	16%	27%	6%	13%	5%	14%	12%	14%	15%	11%	13%	5%	13%	8%	7%	31%	12%	6%	7%	14%	3%	8%	18%		5%	9%	8%	5%									

\* Statistics that identify or describe six or fewer students are suppressed (—)

Shorewood's attendance area is all suppressed to protect student privacy.

Boxes containing students who are attending the expected school(s) based on their residence are shaded in tan



### Middle School Internal Transfers

Attendance area of residence

School attended	Attendance area of residence													School total	Transfer in	Transfer in %	Net transfer
	Black Hawk	Cherokee	Hamilton	Jefferson	O'Keeffe	Sennett	Sherman	Toki	Whitehorse	Allied Asg	Opt Cher/Ham	Opt Toki/Jef	Out of district				
Badger Rock	—	14	—	—	—	42	—	—	—	—	—	—	—	73			
Black Hawk	346	—	—	—	—	—	10	—	—	—	—	—	—	365	19	5%	-35
Cherokee	—	396	—	—	—	—	—	11	—	11	—	—	9	447	36	8%	-56
Hamilton	—	24	759	15	—	—	—	10	—	—	41	—	—	868	68	8%	52
Jefferson	—	17	—	341	—	—	—	24	—	43	—	87	—	522	51	10%	15
O'Keeffe	19	7	—	—	377	9	35	—	16	—	—	—	—	470	93	20%	57
Sennett	—	11	—	—	11	567	7	—	30	—	—	—	11	648	81	13%	-15
Sherman	23	—	—	—	11	7	354	—	7	—	—	—	—	414	60	14%	-29
Spring Harbor	—	—	—	100	—	—	—	126	—	—	—	17	—	250	—	1%	
Toki	—	11	—	12	—	—	—	514	—	8	—	23	8	586	41	7%	-18
Whitehorse	—	—	—	—	—	18	21	—	378	—	—	—	—	434	56	13%	-4
Wright	—	206	25	—	—	7	—	—	—	—	—	—	—	256	25	10%	
Innovative & Alternative	—	—	—	—	—	—	—	—	—	—	—	—	—	8			
District total	400	694	800	477	413	663	443	699	438	72	52	140	52	5343			
Transfers out	54	92	16	36	36	96	89	59	60	—	7	13					
Transfer out %	14%	13%	2%	8%	9%	14%	20%	8%	14%	8%	13%	9%					

\* Statistics that identify or describe six or fewer students are suppressed (—).

Boxes containing students who are attending the expected school(s) based on their residence are shaded in tan



### High School Internal Transfers

Attended area of residence

School attended	Attended area of residence						Grand Total	Transfers in (not counting Opt Area)	Transfers In (counting Opt Area)	Transfer In % (not counting Opt Area)	Transfer In % (counting Opt Area)	Net Transfer (not counting Opt Area)
	East	La Follette	Memorial	West	Opt Area	Out of district						
East	1424	90	20	19	10	22	1585	151	161	10%	10%	-129
La Follette	106	1294	27	29	32	26	1514	188	220	12%	15%	0
Memorial	11	10	1755	52	32	60	1920	133	165	7%	9%	-77
West	29	30	106	1652	255	44	2116	209	464	10%	22%	293
Innovative & Alt	83	70	74	50	19	13	309					
Shabazz	58	16	12	16	—	11	116					
District total	1714	1514	1997	1823	351	184	7583					
Transfers Out (not incl. Alternatives)	146	130	153	100								
Transfers Out (incl. Alternatives)	290	220	242	171								
Transfer Out % (not incl. Alternatives)	8.5%	8.6%	7.7%	5.5%								
Transfer Out % (incl. Alternatives)	16.9%	14.5%	12.1%	9.4%								

\* Statistics that identify or describe six or fewer students are suppressed (—).

Boxes containing students who are attending the expected school(s) based on their residence are shaded in tan

## Appendix: Changes to Internal Transfer Policy 2015-16

### Overview of Internal Transfer Policy and Procedures

The Board policy and procedures regarding Internal Transfers can be obtained at <https://board.madison.k12.wi.us/policies/4023>. This section provides context for the data contained in this report.

The Board of Education policy and procedure concerning Internal Transfers 4023 were updated November 2014. Under the current policy, the opportunity to transfer to another MMSD school outside of a student's home attendance area is available to all students.

#### Motivation for Internal Transfer Policy and Process update

The revised internal transfer policy and process were adopted to better ensure that a school has adequate resources, sufficient staffing, and space for the extra students that would transfer into the school. Prior internal policy in MMSD was much more lenient and, in some cases, worsened school crowding issues by allowing students to transfer into schools with known capacity concerns. This policy and process make better use of information about classroom space and other considerations to help ensure the best learning environments for all our students.

#### Effect on the 2015-16 Internal Transfer Process

Parents/legal guardians must complete an Application for Student Internal Transfer Form (students who have reached the age of majority can complete their own form). There were two rounds of internal transfer application for the 2015-16 school year, with the first running from May 4 through May 15, 2015 and the second running from May 15 through August 24, 2015. Requesters can specify up to three schools with a rank preference over the choices.

A student's request for an internal transfer can be granted if the following conditions are met:

1. Space is available in the requested school, program, class, and/or grade.
2. The services set forth in the student's individualized education plan are available at the requested school
3. The requester acknowledges that a student on internal transfer must provide their own transportation, unless the District is required to provide transportation by law

The order in which requests were processed and approved is described in the Internal Transfer Board policy. All students who applied during the first round of applications have preference over those applications that came in during the second round.

The requirement that a school has adequate overall capacity to accommodate an internal transfer is the biggest change from previous years' policy and procedures.

Due to persistent crowding that had not been resolved when the first round of applications opened, no applications for internal transfers were accepted for the following schools: Chavez, Elvehjem, Emerson, Hawthorne, Huegel, Midvale, Randall, Sandburg, Thoreau, Van Hise, Hamilton, and Jefferson.

#### Internal Transfer Process Changes for 2016-17

In order to ensure there is capacity at a school, students who have been granted an internal transfer during elementary school must reapply when they matriculate into middle school if they wish to attend the middle school their elementary school feeds into and that middle school is also not the middle school serving their home address. The same policy applies when a student moves from middle to high school.

When a student moves during the school year they are allowed to attend the school they attended before their move for the remainder of the school year. However, they must apply for an internal transfer in following academic years if they wish to continue to attend that school. If a student does not request an internal transfer which is granted the student will attend the school that serves their home address in subsequent years.

These policies take effect for the internal transfers process during the 2016-17 school year and did not affect the process described by data in this report.



### New Internal Transfer Requests for 2015-16

In previous years MMSD did not collect data on internal transfers that were not approved. Therefore, making a comparison of this year’s internal transfer data and previous years’ data is not feasible.

The majority of new internal transfer requests for 2015-16 (53%) were offered the opportunity to enroll at their first choice school. A further 7% of students were offered their second or third choice of transfer school, while 40% were denied.

	Request Denied	Offered transfer			
		First choice	Second choice	Third choice	Other choice
Count of requests	159	212	21	6	1
Percent of requests	40%	53%	5%	2%	0%

Of those students that were offered an internal transfer 76% accepted the transfer, 14% declined the transfer, and 10% never responded to the offer. For students who were offered their first choice, second, and third choices the acceptance rates were 78%, 52%, and 67% respectively.

	First choice offered		Second choice offered		Third choice offered		Other choice offered	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Accepted	166	78%	11	52%	4	67%	1	100%
Declined	27	13%	6	29%	0	0%	0	0%
No response	19	9%	4	19%	2	33%	0	0%

There were 72 requests due to a sibling attending the requested school, 18 because a parent works at the requested school, and 35 because the student moved out of the attendance area of the requested school. The percent of students that made a request for each of these reasons that were offered their first choice of school was 67%, 83%, and 57%, respectively.

By far, the most common grade during which an internal transfer is requested is during Kindergarten, with 41% of requests coming from students going into Kindergarten.

	Total number of requests	Percent of requests	Number denied	Number offered transfer	Percent denied	Percent offered transfer
KG	162	41%	72	90	44%	56%
1	26	7%	9	17	35%	65%
2	17	4%	6	11	35%	65%
3	22	6%	12	10	55%	45%
4	23	6%	4	19	17%	83%
5	14	4%	8	6	57%	43%
6	21	5%	10	11	48%	52%
7	7	2%	5	2	71%	29%
8	14	4%	1	13	7%	93%
9	51	13%	25	26	49%	51%
10	15	4%	7	8	47%	53%
11	19	5%	0	19	0%	100%
12	8	2%	0	8	0%	100%