DECISIONINSITE

Enrollment Impact Specialists

Annual Enrollment Projection Report

Strategic Decision Support for School Districts

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Student Enrollment Projections | Community Demographic Data | Consulting

ANALYSIS OF ENROLLMENT PROJECTIONS

FALL 2017

PREPARED FOR:

TWIN RIVERS UNIFIED SCHOOL DISTRICT

PREPARED BY:

DECISION INSITE
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TWIN RIVERS UNIFIED SCHOOL DISTRICT

EXECUTIVE SUMMARY

ENROLLMENT PROJECTIONS - FALL 2017

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Twin Rivers Unified School District. Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

KINDERGARTEN ENROLLMENT

In general, Kindergarten enrollment over the past three years has been relatively stable. The data also show that the difference between the graduating cohort and the incoming cohort has been increasing. Note that both studies project a relatively stable trend at the Kindergarten level.

COHORT PATTERNS

A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 4 cohorts show more than a 5% annual change.

NEW HOUSING DEVELOPMENT

Approximately 6,400 new residential units are projected to be occupied over the next 10 years. During that period, the annual impact in any given year, based on the Moderate Study, is estimated in peak years to be 978 students.

DISTRICT-WIDE ENROLLMENT PROJECTION

Overall the projections forecast an increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.

MORE INFORMATION

A richer and more comprehensive review of both studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding both studies is also quickly and easily accessible online.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

December 30, 2016

TWIN RIVERS UNIFIED SCHOOL DISTRICT

DISTRICT ENROLLMENT PROJECTIONS

RECENT CHANGES IN ENROLLMENT

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment. Percentages in the table below compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	91%
Gr K-6	98%
Gr 7-8	101%
Gr 9-12	94%
District	97%

[Kindergarten calculation based on a 12-month cohort equivalent.]

FIGURE 1

KINDERGARTEN IMPACT

Kindergarten enrollment is a significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count. (Note that these projections reflect changes in age eligibility for California Kindergarten. The result is a diminished Kindergarten cohort in years 2012-2014, with similar reductions in other grade levels as those cohorts age through the system.)

In general, Kindergarten enrollment over the past three years has been relatively stable. The data in the table below also show that the difference between the graduating cohort and the incoming cohort has been increasing.

[More details: Reports > History > District-wide > History Years Enrollment]

Percent Change of Previous Year			
	2014	2015	2016
Kindergarten	96%	93%	102%
Grade 12 to K	141%	141%	146%
Total K-12	99%	100%	100%

[Kindergarten calculations in first two rows based on a 12-month cohort equivalent.]

FIGURE 2

Transition K enrollment is forecast as a separate grade level. Transition K is projected to be as much as three times the enrollment of the first year of the program, but never to exceed 25% of the projected Kindergarten enrollment.

[All data in this report excludes Transition K unless specifically noted. More details: Reports > Projections > District-wide > Transition Kindergarten]

LIVE BIRTH TRENDS

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment. Consequently, DecisionInsite has found that recent Kindergarten enrollment trends by sub-geographies to be a better, more reliable predictor of future Kindergarten enrollment.

COHORT IMPACT

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school.

In the following table, cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	100%		
1 > 2	97%	----	
2 > 3	97%	----	
3 > 4	98%		
4 > 5	98%		
5 > 6	94%	----	SSSS
6 > 7	108%	++++	SSSS
7 > 8	97%	----	
8 > 9	81%	----	SSSS
9 > 10	95%	----	
10 > 11	93%	----	SSSS
11 > 12	101%		

FIGURE 3

INCOMING OUT-OF-DISTRICT TRANSFER IMPACT

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 974, and has been declining.

[More details: Reports > History > District-wide > Out of District]

KEY VARIABLES IN PROJECTING DISTRICT ENROLLMENT

Both a Conservative and Moderate projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projection is more suitable for budget planning purposes while the Moderate projection is more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs in the Enrollment

Projections. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below.

Key Variables Controlling the Projections Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history
K Enrollment Change Floor	Restricts the effect of anomalous spikes in Kindergarten history
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

FIGURE 4

IMPACT OF PROJECTED NEW DWELLING UNITS

PROJECTED OCCUPANCY

Approximately 6,400 new residential units are projected to be occupied over the next 10 years. The tables below show the mix of proposed units across the three dwelling unit types. The Moderate table summarizes the plans described by developers while the Conservative table estimates a more likely scenario based on anticipated market conditions. The most recent residential research was completed in November 2016 by Hayley Rigali.

[More details: Residential > Reports > Proposed Dwelling Units]

New Dwelling Units Projected to be Occupied by Year (Moderate)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Multi-family		72	72	100	200	275	275	275	275	816
Attached					75	75	75	100	100	642
Detached	97	31	50	125	250	300	400	400	420	962
Totals:	97	103	122	225	525	650	750	775	795	2420

FIGURE 5

New Dwelling Units Projected to be Occupied by Year (Conservative)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Multi-family		50	50	70	141	180	180	180	180	490
Attached					53	49	49	65	65	385
Detached	68	51	45	88	175	195	260	260	273	577
Totals:	68	101	95	158	369	424	489	505	518	1452

FIGURE 6

The graph below depicts visually the differences between the phasing projected in the Moderate and Conservative studies.
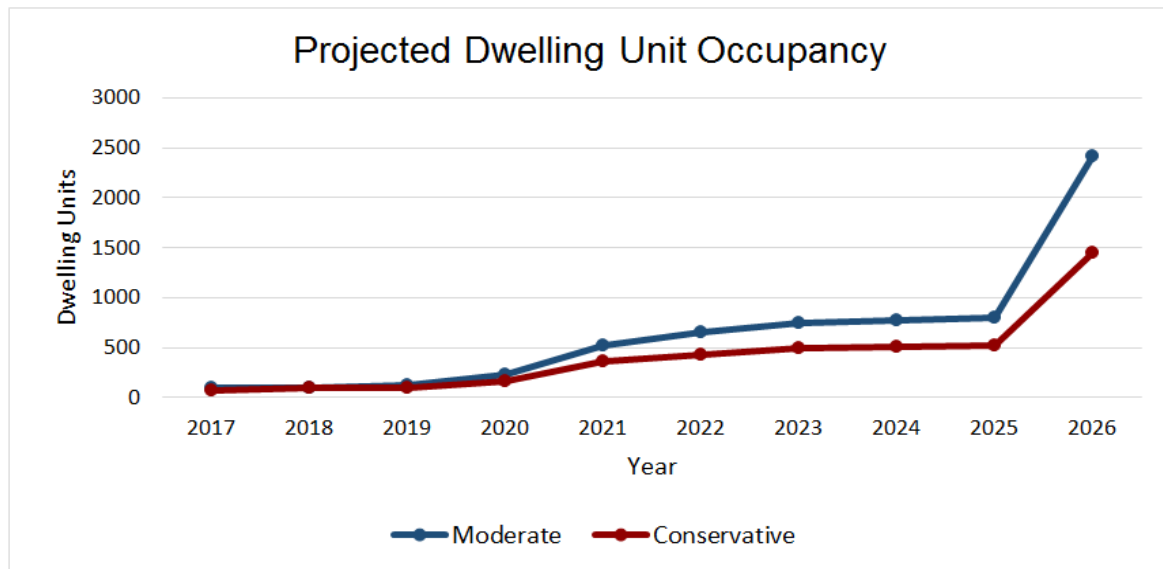
FIGURE 7

STUDENTS GENERATED

Over the period of years during which these units will become occupied, the impact, based on the Moderate scenario, is shown in the table below. The "Annual" row projects the number of students new to the district from these units, in a given year. The "Aggregate" row projects the accumulated increase in students served by the district through the year indicated.

Students Generated by Residential Development (Moderate)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Aggregate		93	139	239	456	730	1073	1429	1806	2784
Annual	58	35	46	100	217	274	343	356	377	978

FIGURE 8

The table below reflects the students generated using the Conservative estimate of projected Dwelling Units.

Students Generated by Residential Development (Conservative)										
	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Aggregate		84	122	191	343	521	739	965	1200	1764
Annual	41	43	38	69	152	178	218	226	235	564

FIGURE 9

STUDENT GENERATION RATES

Moderate student generation rates are typical of students enrolled from existing developments of similar product type. Conservative student generation rates, if different, are designed to anticipate a diminution in family size.

[More details: Residential > Reports > Student Generation Rates]

A complete report regarding new residential development is available online in the DI System under 'Reports > District Documents > Residential Research Summary xxxx' where xxxx is the projection year the report is associated with. This report includes a map of proposed dwelling unit projects, the phasing by dwelling unit type in each project, students generated by new development by studyblock, student generation rates. Additional individual reports can be found online in the DI system under 'Residential > Reports'.

PROJECTED ENROLLMENT CHANGES BY LEVEL

The tables below display the five-year district-wide projections by grade level and allow a comparison to enrollment in the current year.

CONSERVATIVE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2016	2017	2018	2019	2020	2021
TK	373	331	327	325	326	322
K	2173	2105	2082	2071	2075	2044
1	2170	2146	2094	2070	2061	2070
2	2031	2113	2095	2037	2016	2041
3	2059	1967	2042	2026	1973	1990
4	2070	2017	1931	2002	1989	1962
5	2150	2020	1968	1885	1957	1972
6	1991	2021	1904	1862	1783	1914
7	2117	2179	2219	2066	2023	1959
8	1923	2055	2120	2160	2011	2004
9	1521	1558	1644	1686	1731	1618
10	1519	1441	1474	1557	1601	1694
11	1446	1405	1336	1362	1438	1548
12	1416	1415	1377	1305	1333	1425
Subtotals:	24959	24773	24613	24414	24317	24563
Pct Chg:	-0.6%	-0.7%	-0.6%	-0.8%	-0.4%	1.0%

FIGURE 10

MODERATE 5 YEAR DISTRICT-WIDE PROJECTION BY GRADE LEVEL

Grade	2016	2017	2018	2019	2020	2021
TK	373	343	342	342	344	343
K	2173	2180	2179	2180	2187	2178
1	2170	2178	2189	2189	2194	2207
2	2031	2142	2153	2156	2160	2189
3	2059	1993	2095	2109	2117	2149
4	2070	2040	1976	2076	2095	2120
5	2150	2044	2012	1951	2053	2091
6	1991	2041	1944	1922	1865	2021
7	2117	2210	2269	2137	2118	2079
8	1923	2073	2170	2230	2101	2112
9	1521	1571	1672	1734	1796	1705
10	1519	1459	1502	1601	1666	1771
11	1446	1421	1367	1404	1497	1624
12	1416	1433	1410	1351	1392	1494
Subtotals:	24959	25128	25280	25382	25585	26083
Pct Chg:	-0.6%	0.7%	0.6%	0.4%	0.8%	1.9%

FIGURE 11

As the following graph illustrates, overall the projections forecast an increase across the 10-year period based upon the historical enrollment trends and any projected new residential development.
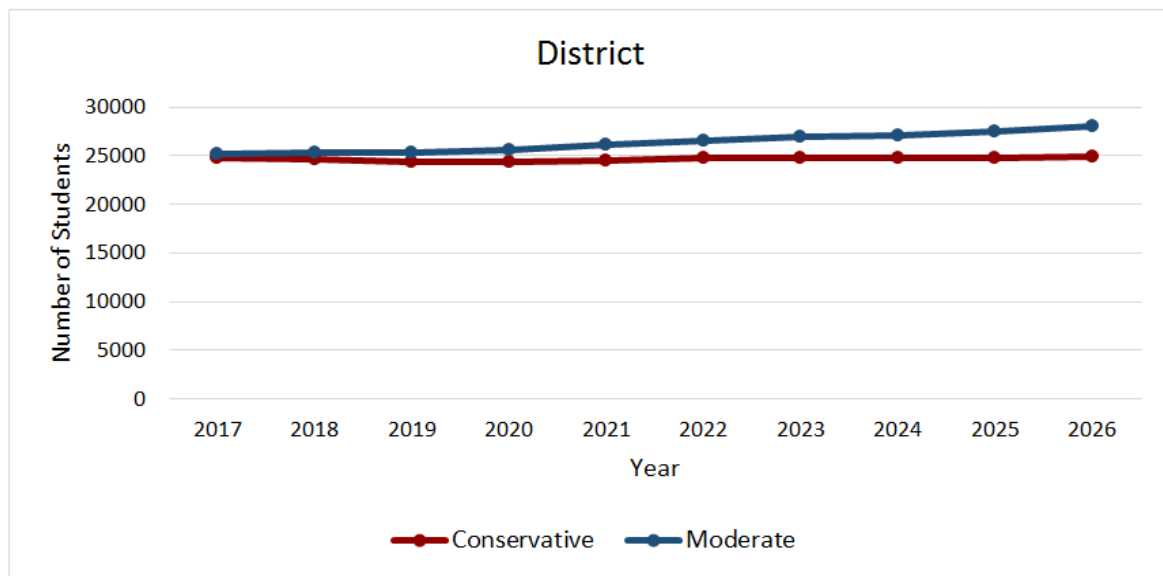

FIGURE 12

The tables below compare the Conservative and Moderate enrollment projections by key grade level groupings. Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

5 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	2044	2178
Change	94%	100%
Gr K-6	13993	14955
Change	96%	102%
Gr 7-8	3963	4191
Change	98%	104%
Gr 9-12	6285	6594
Change	106%	112%
District	24241	25740
Change	99%	105%

FIGURE 13

Note that an averaging of both studies project a relatively stable trend at the Kindergarten level.

The table below compares the ten-year projections. In the 10-year future at Kindergarten, both studies, averaged together, project a decline.

10 YEAR ENROLLMENT TRENDS: MODERATE AND CONSERVATIVE COMPARED

Change by Level	Cnsv	Mod
Kindergarten	1925	2186
Change	89%	101%
Gr K-6	13733	15479
Change	94%	106%
Gr 7-8	4272	4866
Change	106%	120%
Gr 9-12	6543	7382
Change	111%	125%
District	24548	27727
Change	100%	113%

FIGURE 14

The graphs below compare the Conservative and Moderate enrollment projections by key grade level groupings.

ELEMENTARY SCHOOL LEVEL

The projected elementary school enrollment shows a relatively stable trend.

[More details: Reports > Projections > Individual Schools > Projections > All Elementary Schools]
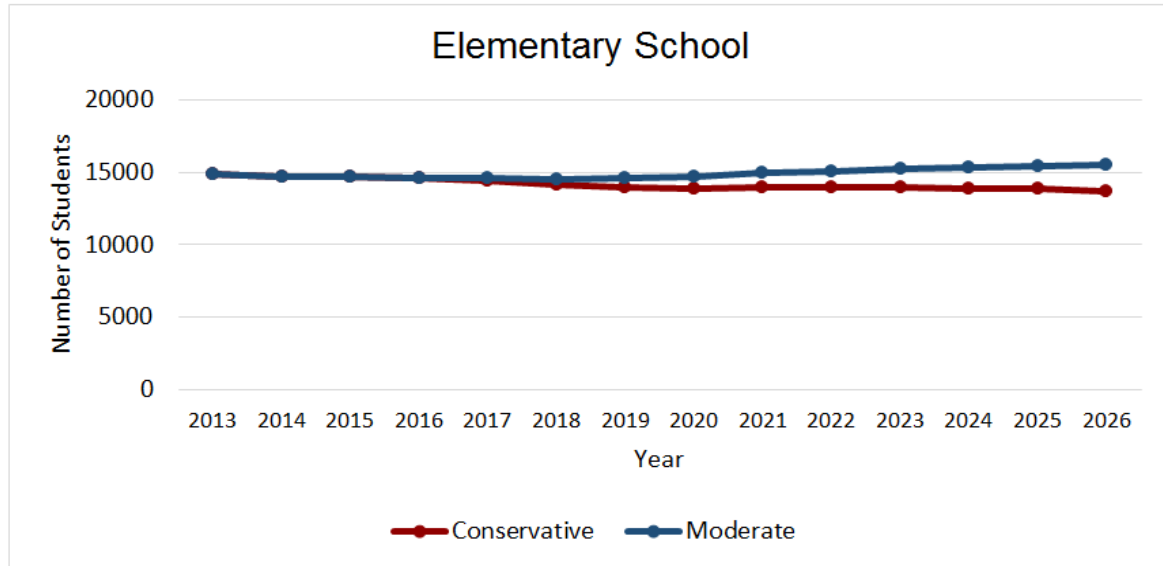

FIGURE 15

MIDDLE SCHOOL LEVEL

The projected middle school enrollment shows a significant increase.

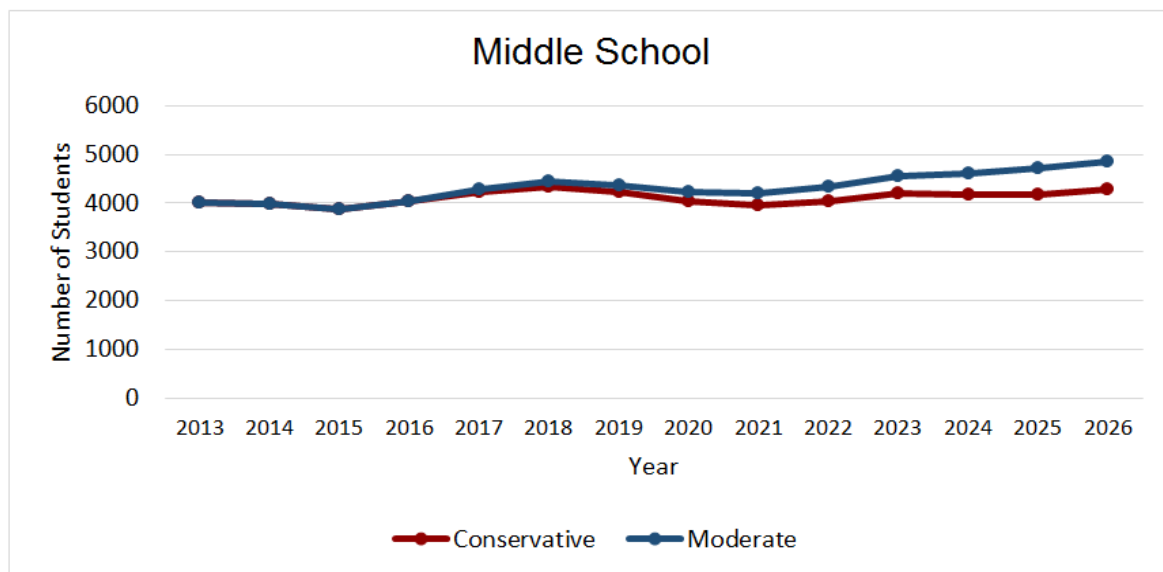[More details: Reports > Projections > Selected Schools > All Middle Schools]

FIGURE 16

HIGH SCHOOL LEVEL

The projected high school enrollment shows a significant increase.

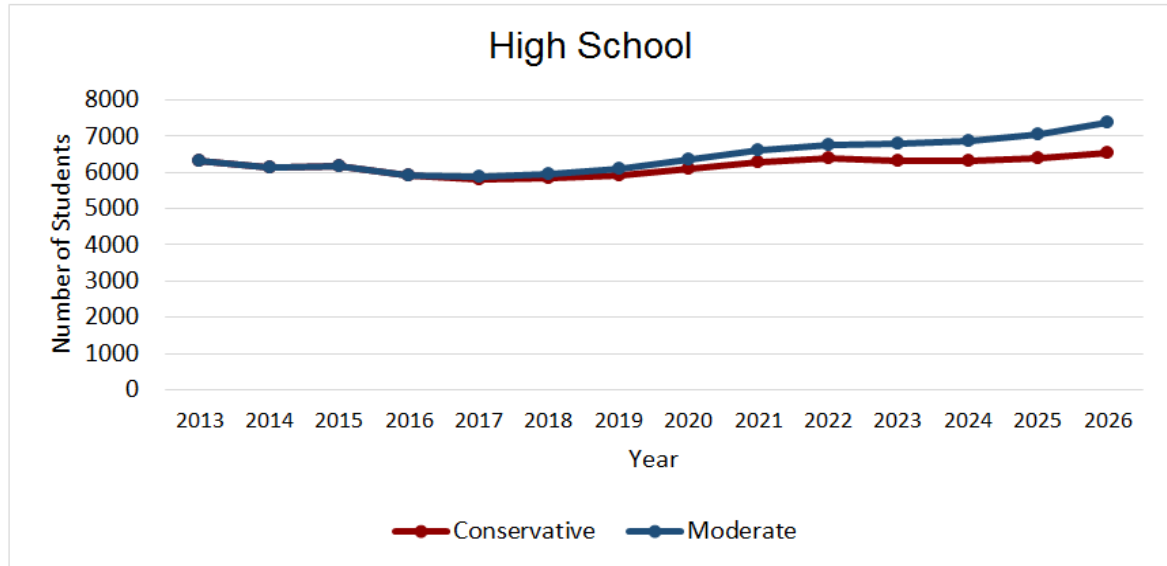[More details: Reports > Projections > Selected Schools > All High Schools]

FIGURE 17

Summary of District Projections by Year

The complete district-wide projection table for each study is available online. Corresponding sets of individual School Projections are available online as well.

The tables below present a more detailed annual view of projected changes by grade level clusters for both projections. The "Pct Previous Year" row represents the percent of the previous year's enrollment in each grade cluster that is projected in the subsequent year. The "Five Year Change" row represents the percent change projected over the enrollment five years prior.

Conservative Projection

Change by Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Kindergarten	2173	2105	2082	2071	2075	2044	2016	1991	1968	1944	1925
Pct Prev Yr	102%	97%	99%	99%	100%	99%	99%	99%	99%	99%	99%
5-Yr Change						94%					94%
Gr K-6	14644	14389	14116	13953	13854	13993	13980	13950	13918	13842	13733
Pct Prev Yr	100%	98%	98%	99%	99%	101%	100%	100%	100%	99%	99%
5-Yr Change						96%					98%
Gr 7-8	4040	4234	4339	4226	4034	3963	4051	4203	4184	4182	4272
Pct Prev Yr	104%	105%	102%	97%	95%	98%	102%	104%	100%	100%	102%
5-Yr Change						98%					108%
Gr 9-12	5902	5819	5831	5910	6103	6285	6376	6322	6308	6400	6543
Pct Prev Yr	96%	99%	100%	101%	103%	103%	101%	99%	100%	101%	102%
5-Yr Change						106%					104%
District	24586	24442	24286	24089	23991	24241	24407	24475	24410	24424	24548
Pct Prev Yr	99%	99%	99%	99%	100%	101%	101%	100%	100%	100%	101%
5-Yr Change						99%					101%

NOTE: Gray column most recent history year.

FIGURE 18

Change by Level	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Kindergarten	2173	2180	2179	2180	2187	2178	2173	2174	2175	2177	2186
Pct Prev Yr	102%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
5-Yr Change						100%					100%
Gr K-6	14644	14618	14548	14583	14671	14955	15095	15233	15339	15408	15479
Pct Prev Yr	100%	100%	100%	100%	101%	102%	101%	101%	101%	100%	100%
5-Yr Change						102%					104%
Gr 7-8	4040	4283	4439	4367	4219	4191	4335	4547	4622	4708	4866
Pct Prev Yr	104%	106%	104%	98%	97%	99%	103%	105%	102%	102%	103%
5-Yr Change						104%					116%
Gr 9-12	5902	5884	5951	6090	6351	6594	6753	6778	6857	7046	7382
Pct Prev Yr	96%	100%	101%	102%	104%	104%	102%	100%	101%	103%	105%
5-Yr Change						112%					112%
District	24586	24785	24938	25040	25241	25740	26183	26558	26818	27162	27727
Pct Prev Yr	99%	101%	101%	100%	101%	102%	102%	101%	101%	101%	102%
5-Yr Change						105%					108%

NOTE: Gray column most recent history year.

FIGURE 19

GRADE LEVEL PROFILE COMPARISON

Another view of grade level enrollment can be seen in the chart below. The current grade level enrollment profile is compared with the projected grade level profile in the five and ten-year future.
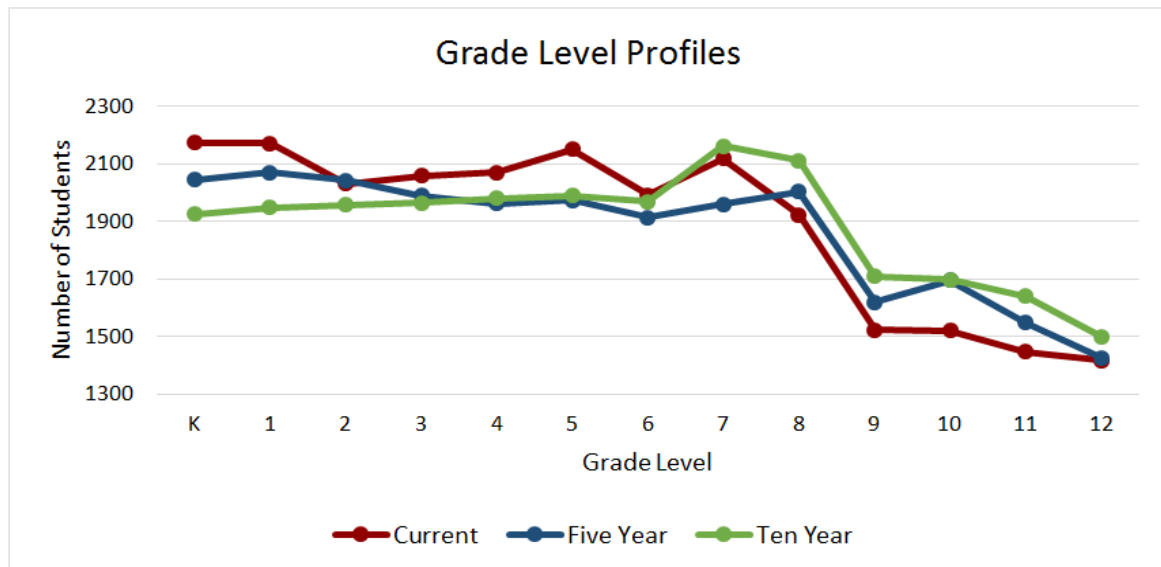

FIGURE 20

PROJECTING SCHOOL ENROLLMENT

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

SCHOOL DRAW IMPACT

A draw rate is the percentage of students who enroll at a particular grade level in a given school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

INTRA-DISTRICT TRANSFERS

Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > All Schools > Open Enrollment]

INTER-DISTRICT TRANSFERS

Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

[More details: Reports > History > District-wide > Out of District]

INDIVIDUAL SCHOOL PROJECTION TABLES

The complete set of individual school projection tables for each study is available online.

[More details: Reports > Projections > All Schools > Projections]

MYSCHOOLLOCATOR

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address, and find out which district schools are assigned to serve them. Public access to MySchoolLocator is via a unique URL on the District's web site. The URL for integration into your district's website can be found by opening the appropriate Locator study from within the DI system. Once open, select "Run MySchoolLocator" from the District Admin menu. The MySchoolLocator app will open in a new browser window and the link can be copied from the address bar in the browser. Specialized district users have access to customize the messages seen by those using MySchoolLocator.

IMPACT OF THE PROJECTIONS ON SCHOOL CAPACITY

Facility challenges, if any, may exist if projected numbers exceed the current school capacity data. These challenges may also manifest differently in a Moderate or Conservative projection. The Moderate projection shows 7 schools with a potential capacity challenge.

[More details: Reports > Projections > All Schools > Over Capacity]

The table below lists up to five schools that are projected to experience the most change in enrollment in the 5-year future based on the Conservative projection.

[More details: Reports > Projections > All Schools >Ten Percent Change]

School	5-Yr Pct Change	10-Yr Pct Change
Westside Charter	39%	43%
Village ES	-23%	-26%
Foothill HS	20%	24%

FIGURE 21

IMPACT OF SDC STUDENTS ON CAPACITY

Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

ANALYZING/STUDYING/REVIEWING THE ENROLLMENT PROJECTIONS

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader.

Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:

The **DecisionInsite** Team

December 30, 2016

APPENDIX

ASSUMPTIONS AND METHODOLOGY

All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions…", or "Based on these historical trends…". Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district.

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

DISTRICT PROJECTIONS

Studyblocks
For enrollment projections the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsite for the purpose of generating reliable projections. They are generally based on elementary boundaries or some portion thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment
The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities
School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment, and enter them into the DI System.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections
Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Non-Public School (NPS), Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries
Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools
Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment
Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten and the initial grade at each level are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change
Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact
The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

> 1. Dwelling Units
> New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

> 2. Student Generation
> Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

> 3. Grade Level Distribution
> For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

School Projections

Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers
Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

CAVEATS ON PROJECTIONS AND METHODOLOGY

On Projections
Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data
DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.