

EDINA PUBLIC SCHOOLS #273

RESIDENT ENROLLMENT PROJECTIONS

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EDINA PUBLIC SCHOOLS RESIDENT ENROLLMENT PROJECTIONS

Executive Summary

Since 2010-11

Edina Public Schools enrollment (excluding Early Childhood) increased by 50 students or 0.6 percent

Resident enrollment (excluding Early Childhood) decreased by 381 students or -0.05 percent

- Resident enrollment experienced net out migration the past three years

Nonresidents make up 19.4 percent of total enrollment in 2020-21

In ten years, that is, in 2030-31

Edina Public Schools resident enrollment (excluding Early Childhood) is projected to range from 6,366 to 6,642, 2020-21 resident enrollment was 6,641

Resident K-5 enrollment is projected to increase. Resident high school enrollment is projected to decrease

Resident Kindergarten is projected to be larger than the previous year's resident Grade 12, which is a change from the past

Resident net out migration is projected to continue but be less than the recent past

Factors pointing to decreasing resident enrollment

Births are decreasing, which will result in fewer kindergarten students

Current resident grade size shows K-5 to be smaller than upper grades, which unless there is significant net in migration, points to resident enrollment decline

Increase in nonpublic enrollment among District residents

An established language immersion charter school is relocating to Edina

RESIDENT ENROLLMENT PROJECTIONS

Introduction

Attending school is compulsory; therefore, the number of enrolled students is a demographic phenomenon. Public school enrollment is affected by the size of a school district's school age population and the education choices available to district residents. A district's school age population is closely related to other population characteristics of the district, especially the age of the district's population. For example, the age of adults, especially the number of women of prime childbearing age, effects the number of births, which translates into kindergarten classes five to six years later. The age of adults also effects population mobility because older people move less frequently than younger people. The movement of families with children under 18 years also effects enrollment and in a mobile society, enrollment changes throughout the school year as families with children move. While most population trends find expression in school districts, there is also change that is unpredictable and sometimes very local.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also effect enrollment in a district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. Two other choices exist: a) dropping out of high school, and b) delaying starting kindergarten (academic red shirting).

Making enrollment projections during the COVID-19 Pandemic adds another layer of challenges. What would 2020-21 resident enrollment have been if the Pandemic had not struck and 2020-21 had been a typical in-classroom school year? How many resident students who chose other educational options in fall 2020-21 will return to the Edina Public Schools in fall 2021-22 assuming it is a typical in-classroom year? How many "red shirted" resident kindergarten-age students will enroll in the Edina Public Schools as kindergarteners in 2021-22? How many high school juniors and seniors will prefer virtual school next year and beyond? Are there resident students not enrolled anywhere?

Enrollment Trends

Enrollment in the Edina Public Schools

Enrollment in the Past Year

To better understand what has happened in 2020-21, enrollment was divided into total enrollment, resident enrollment, and nonresident enrollment. While total enrollment decreased, it was resident enrollment that took a big decrease. Nonresident enrollment increased.

ENROLLMENT CHANGE OCTOBER 1				
	2019-20	2020-21	Change	
			#	%
Total	8,337	8,238	-99	-1.2%
Resident	6,927	6,641	-286	-4.1%
Nonresident	1,410	1,597	187	13.3%

Source: Edina School District

The Edina Public Schools has a long history of attracting nonresident students and in 2020-21, nonresidents make up 19.4 percent of total enrollment. Resident enrollment shows that like most other public schools, the COVID-19 Pandemic and the change in education delivery affected K-5 more than middle school or high school enrollment.

RESIDENT ENROLLMENT CHANGE OCTOBER 1				
	2019-20	2020-21	Change	
			#	%
K-5	3,121	2,963	-158	-5.1%
6-8	1,642	1,569	-73	-4.4%
9-12	2,164	2,109	-55	-2.5%
Total	6,927	6,641	-286	-4.1%

To put these October 1 headcounts into a larger historical context, enrollment over the past ten years sheds light on existing and emerging trends.

Current Enrollment/Past Trends

Enrollment trends play out over extended periods of time. Over the past ten years, total enrollment increased and reached a high of 8,522 students in 2017-18 and then began to decrease. With the effects of the Pandemic, total enrollment is only 50 students larger in 2020-21 than it was in 2010-11. Total enrollment got a boost from an increase in nonresident enrollment, which increased from 1,166 to 1,597. In 2020-21 nonresidents make up 19.4 percent of total enrollment. The percentage of nonresidents was 14.2 percent in 2010-11.

ENROLLMENT										
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8,188	8,249	8,326	8,385	8,443	8,438	8,501	8,522	8,404	8,337	8,238

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

Resident enrollment numbers show the fluctuating nature of this enrollment. Between 2010-11 and 2015-16, resident enrollment fluctuated around 7,100 students. Then, between fall 2015-16 resident enrollment increased by 114 students. The next year (fall 2017-18) resident enrollment increase by another 35 students. However, since then, that is, for the past three years, resident enrollment has been decreasing showing a decrease of 633 students since a high of 7,274 resident students in 2017-18. Thus, to maintain total enrollment in the 8,200 to 8,300 range, Edina has had to enroll more nonresident students.

RESIDENT ENROLLMENT										
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
7,022	7,062	7,091	7,146	7,107	7,125	7,239	7,274	7,111	6,927	6,641

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

The components of resident enrollment change provide some clues. Like all population change, school enrollment changes result from two different phenomena—natural increase/decrease and net migration. The difference between the size of the incoming kindergarten class and the previous year's Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. As the next table shows, since 2010-11, Edina Public Schools' resident Kindergarten classes were smaller than the previous year's resident Grade 12 every year. Natural decrease reduced resident enrollment by 500 students since 2010-11.

COMPONENTS OF RESIDENT ENROLLMENT CHANGE				
October To October	Total		Natural Increase/ Decrease	Net Migration
	#	%		
2010 to 2011	40	0.6%	-37	77
2011 to 2012	29	0.4%	-48	77
2012 to 2013	55	0.8%	-19	74
2013 to 2014	-39	-0.5%	-54	15
2014 to 2015	18	0.3%	-80	98
2015 to 2016	114	1.6%	-12	126
2016 to 2017	35	0.5%	-19	54
2017 to 2018	-163	-2.2%	-63	-100
2018 to 2019	-184	-2.6%	-81	-103
2019 to 2020	-286	-4.1%	-87	-199
Total	-381	---	-500	119

The other phenomenon affecting school enrollment is migration, an indirectly derived estimate. Migration is the term used when people move across a boundary or border, in this case, the school district's boundaries. Net migration is calculated by the progression from grade-to-grade of public-school students. For example, public school Kindergarten students are moved to Grade 1 in the following year, Grade 1 students to Grade 2, etc. Because the probability of death is exceptionally low among children, the same number of students is expected in the next higher grade the following year. Therefore, if the number of students changes, migration is assumed to have occurred. A positive number indicates a net flow into the public schools and a negative number reflects a net flow out of the public schools.

This method for estimating migration does not distinguish between physical movement across the district's boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in a public school outside the district. Further,

students who move into or out of a school district but never enroll in the district's public schools are not reflected in the migration numbers in this report.

Based on the described methodology, net migration added 119 students since 2010-11. Except for the past three years of negative net migration, resident net migration was positive averaging 75 students per year. The combination of net migration and natural increase/decrease is the change in enrollment. In the past ten years, resident enrollment decreased by 381 students because incoming resident kindergarten classes were smaller than resident grade 12 classes the previous year. However, a new trend seems to be emerging, that is, one of net out migration.

Student Choices in the Edina Public Schools

The number of education options available affects enrollment in a district's public schools. Nonpublic schools have been an option for many years. More recently, home schools became another option. Since their inception, public school options are attracting more students every year. Open enrollment allows residents of one district to attend the public schools in another district. Charter schools are another public option. **All these choices mean competition for students.**

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums are faith based as well.

In Minnesota, 6.7 percent of all enrolled students were enrolled in traditional nonpublic schools and 2.1 percent of enrolled students were homeschooled in 2019-20. In the Edina School District, 15.0 percent of enrolled students were in traditional nonpublic schools. Homeschooled students accounted for 0.3 percent of all enrolled students.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
2010-11	1,099	34	1,133
2011-12	1,134	40	1,174
2012-13	1,157	24	1,181
2013-14	1,166	24	1,190
2014-15	1,295	25	1,320
2015-16	1,257	36	1,293
2016-17	1,241	37	1,278
2017-18	1,281	42	1,323
2018-19	1,255	29	1,284
2019-20	1,301	28	1,329
2020-21	1,460	30	1,490

The increase in traditional nonpublic enrollment between 2013-14 and 2014-15 may be a function of data sources

Source: Edina Public Schools

The proportion of ISD #273 residents in nonpublic settings is higher than the statewide percentages. Combining home school students and nonpublic students, 15.3 percent of Edina School District residents were in nonpublic settings. In Minnesota, 8.8 percent were enrolled in nonpublic settings. In the past ten years, traditional nonpublic enrollment decreased statewide while homeschooled children increased. **In the Edina School District, traditional nonpublic enrollment increased. However, the nonpublic enrollment increase in the past year is less than the decrease in Edina Public School resident students.** The number of homeschooled students fluctuated but was smaller in 2020-21 than in 2010-11.

Public Options

Open Enrollment. Open enrollment allows Minnesota students to attend public schools outside their district of residence. The application to open enroll is made by the student and his/her parents and families generally provide their own school transportation. No tuition is charged.

Some students attend public schools outside their home district because their home district enters into an agreement with another district, usually to provide specialized services. This is called a tuition agreement, but this arrangement is not technically a student choice.

Since its beginning, open enrollment has attracted more and more students statewide and among residents of the Edina School District. In 2019-20, 1,385 nonresident students enrolled into the Edina Public Schools while 285 district residents attended public schools elsewhere through open enrollment. In 2020-21, 1,597 nonresidents were enrolled in the Edina Public Schools while 237 residents (preliminary estimate) attended a public school elsewhere through open enrollment.

PUBLIC OPTIONS						
Year	In		Out			Net
	Open Enrollment	Tuition Agreements	Open Enrollment*	Tuition Agreements	Charter Schools	
2010-11	1,166		78		54	1,034
2011-12	1,191		78		54	1,059
2012-13	1,235		75		106	1,054
2013-14	1,239		73		98	1,068
2014-15	1,336		89		95	1,152
2015-16	1,313		118		100	1,095
2016-17	1,262		120		53	1,089
2017-18	1,248		126		124	998
2018-19	1,293		127		130^	1,036
2019-20	1,385		285	20	139	1,040
2020-21	1,597		237*	13	119*	1,228

Minnesota Department of Education and Edina School District.

*2020-21 does not reflect all receiving schools

^Estimate

Source: Edina Public Schools

Nonresident students who enroll in the Edina Public Schools accounted for 16.6 percent of Edina’s total enrollment in 2019-20. Students leaving the district to attend public schools elsewhere through open enrollment represented 3.3 percent of the district’s school age residents. In 2019-20, 8.7 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 6.4 percent of Minnesota students attended charter schools in 2019-20, 1.6 percent of Edina School District residents attended charter schools.

As the education choice data show, in 2019-20, the District had a net gain of 1,228 students from other public options, excluding tuition agreements. However, other public options are capturing more students than in the past. Based on residents not enrolled in the Edina Public Schools, private and parochial schools are Edina Public Schools’ major competitors.

K-12 Market Share of District School Age Residents

Estimating market share requires an estimate of a school district’s school age population. The best estimate results from summing resident students in the district’s schools with district residents attending traditional nonpublic schools, residents being homeschooled and residents opting for open enrollment out, charter schools and other public options.

Based on 2010-11 and 2020-21, the estimated resident school age population increased from 8,287 to 8,500 students, an increase of 213 students or 2.6 percent. **However, the 2020-21 estimate of resident school age population is too low compared to previous years. This low number is in part the result of under reported public options students and “red shirted” resident kindergarten students. There is no creditable evidence that the District’s resident school age population is decreasing.**

EDINA PUBLIC SCHOOLS ESTIMATED RESIDENT SCHOOL AGE POPULATION					
Year	Edina Public Schools Resident Enrollment	Nonpublic Settings	Public Options	Other*	Total
2010-11	7,022	1,133	132	n.a.	8,287
2011-12	7,062	1,174	132	n.a.	8,368
2012-13	7,091	1,181	181	n.a.	8,453
2013-14	7,146	1,190	171	n.a.	8,507
2014-15	7,107	1,320	184	n.a.	8,611
2015-16	7,125	1,293	218	n.a.	8,636
2016-17	7,239	1,278	173	n.a.	8,690
2017-18	7,274	1,323	250	n.a.	8,847
2018-19	7,111	1,284	257	n.a.	8,652
2019-20	6,927	1,329	444	n.a.	8,700
2020-21	6,641	1,490	369	n.a.	8,500^

*Other is students at Intermediate District #287, which are included in open enrollment out

^Number is low because of under reported public options students and “red shirted” students

Resident enrollment in the Edina Public Schools decreased by 381 students or -5.4 percent in the past ten years. The Edina Public Schools' market share decreased, which is typical in Minnesota. Based on the estimated 2020-21 enrolled population of 8,500, the Edina Public Schools captured 78.1 percent of the district's school age population. In 2010-11, market share was 84.7 percent.

History of Resident Enrollment by Grade

The history of resident enrollment contains several patterns with implications for future enrollment. First, resident kindergarten class size fluctuated between a low of 454 students in 2015-16 to a high of 526 students in 2017-18. The 2020-21 resident kindergarten class has 469 students, which makes it the third lowest resident kindergarten class since 2010-11 and the lowest kindergarten class since 2015-16. Of course, the 2020-21 resident kindergarten class is affected by the Pandemic. District records show 54 resident kindergarten aged students were "red shirted," that is, they were kept at home attending no kindergarten.

The number of resident students per grade varies in the Edina Public Schools. A way of expressing the differences by grade is to look at the "average" number of resident students per grade. For example, in 2020-21, the average resident elementary grade (K-5) has 494 students. The average resident middle school grade (6-8) has 523 students, and the average resident high school grade is 527 students. There is no pronounced net in migration at the beginning of middle school or at the beginning of high school. The Pandemic affected K-5 resident enrollment more than resident middle school or resident high school enrollment. Based on current resident grade sizes, resident enrollment will decrease unless the net out migration returns to net in migration.

Minnesota's largest graduating high school class since 1978 graduated in 2009. Statewide, graduating classes will be getting smaller. Based on Edina's resident enrollment history, Edina's largest recent resident senior class graduated in 2019.

RESIDENT ENROLLMENT											
Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	507	468	482	517	486	454	515	526	506	502	469
1	532	542	484	507	545	482	484	551	526	524	496
2	568	544	562	509	510	573	530	501	551	521	494
3	547	572	550	572	518	528	592	522	505	528	504
4	571	556	577	552	590	514	533	596	539	545	522
5	551	569	561	592	557	590	540	530	590	501	478
6	547	575	571	564	594	578	594	536	542	548	523
7	550	551	580	575	572	617	578	579	518	572	541
8	557	538	548	579	583	574	600	592	566	522	505
9	524	552	547	544	566	593	595	599	546	518	500
10	538	523	563	549	532	551	577	584	586	551	534
11	525	542	530	546	520	544	556	589	553	539	529
12	505	530	536	540	534	527	545	569	583	556	546
Total	7,022	7,062	7,091	7,146	7,107	7,125	7,239	7,274	7,111	6,927	6,641

Source: Edina Public Schools, Fall Enrollment. Excludes Early Childhood

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other crucial factors are less clear. The difficulty in quantifying the effect of these factors is a challenge. First, the trends around which there is confidence.

Trends Where Confidence is High

Aging. The population in the U.S. and Minnesota is aging. By 2020, 16-17 percent of Minnesota's population will be 65 years old or older. In 2010, the elderly made up 12.9 percent of the population. Shortly after 2020, for the first time in history, Minnesota's 65+ population is expected to exceed the 5-17 population (K-12 population). There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

Fertility. Today, completed fertility (1.83) is below replacement level and there is little reason to think this will change. Completed fertility refers to the number of children born per woman throughout her childbearing years. In Minnesota, White non-Hispanic women have below replacement fertility. (Replacement is 2.11 children per female at the end of childbearing.) Fertility rates for Asian and Hispanic women are now near replacement. Black women (African American and African-born) have the highest fertility level, just below 3, that is, just less than 3 children per woman at the end of childbearing.

Unknowns

The unknowns reflect changes in the housing market, the economy and in international immigration.

Near term and long-term effects of the Covid-19 Pandemic and economic shutdown. Unknown; however, unemployment has increased, and several economic sectors have been hit hard.

The housing markets. Residential construction has been brisk. However, the number of single-family detached housing units, the units that produce the most school age children, is essentially fixed in the Edina School District. The number of apartment and condo units increased but yield few school-age children. A robust housing market results in more mobility and this can influence enrollment.

Immigration. Both the economy and public policy affect international immigration. Future students from international migration are impossible to predict.

Delay/postponement of childbearing. The Millennials are delaying marriage, childbearing, and home ownership. What the long-term effects of these delays mean is unknown. However, this delay will influence future school enrollment.

Competition. The establishment of charter schools is hard to predict, and open enrollment continues to increase.

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. The first step in the cohort survival method is aging the population. In a standard cohort survival model, aging the population involves estimating the number of deaths expected in an age group before it reaches the next older age group. When the cohort survival method is used to project school enrollment, the first step is to move a grade to the next higher grade. Because mortality is so low in the school age population, the entire grade is assumed to “survive” to the next higher grade in the following year.

After aging the current enrollment, two key assumptions must be made. These assumptions concern the size of future kindergarten classes and the number of students who will move in or out of the district’s schools. Some of these students may physically move in or out of the district. Other students may transfer between the Edina Public Schools and other education options available to them. Both these phenomena effect the “survival rates.”

Once a grade or cohort has been “aged” to the next higher grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both “aging” and migration in a single step. Over time, the size of a cohort will increase or decrease because of migration as its progresses through the grades. For example, the 2010-11 resident kindergarten class had 507 members. This same cohort has 534 members in Grade 10 in 2020-21.

The future size of kindergarten classes is especially important in long-term enrollment projections because these students will be in school over the life of the projections. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age, in part, because the preschool population is more mobile than the school age population.

To project kindergarten, the best theoretical approach, but the least practical, is to project births based on the age of the female population. These birth projections then must be survived to age five and then adjusted for migration to yield kindergarten projections. Determining the age of females in a school district is the first challenge, and then many assumptions must be made, making this approach impractical.

A simpler approach is to use resident births as a proxy for kindergarten five to six years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move in before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public-school system captures all the potential students. Some kindergarten students attend private schools or are homeschooled. Others may attend a charter school or open

enroll at another district. Therefore, a public school's kindergarten to birth ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into the district or open enrolling into the district (in migration) than leaving (out migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections another five years, Edina Public Schools' resident kindergarten will be projected based on the Minnesota State Demography Center's projections of Minnesota 0-year-olds.

Resident Kindergarten Assumptions

After 1990, births fell in the U.S. and in Minnesota; however, from 2003 through 2007, births increased and in 2007, U.S. births were higher than at any time since 1964. In 2008, 2009, 2010 and 2011, births fell in the U.S. and Minnesota. These declines are attributed to the poor economy. Beginning in 2012, Minnesota resident births began to increase but they have not returned to the 2007 level. Further, after 2014 Minnesota resident births have decreased every year.

As the history of resident births shows, from 2004 to 2019, resident births in Minnesota decreased by 4,584 or -6.5 percent. Resident births in Hennepin County decreased -7.7 percent while resident births in Suburban Hennepin County decreased -3.4 percent.

About one-third (33 percent) of births occur between September 1 and December 31 every year. Therefore, about two-thirds of those eligible for kindergarten were born 5 years earlier and one-third were born 6 years earlier. Adjusting resident births to fit the school year will be referred to as the kindergarten pool.

RESIDENT LIVE BIRTHS				
Year	Minnesota	Hennepin County	Suburban Hennepin County	Edina City
2004	70,617	16,718	10,258	454
2005	70,950	16,348	10,101	442
2006	73,515	16,780	10,223	435
2007	73,675	16,848	10,532	484
2008	72,382	16,566	10,212	413
2009	70,617	16,334	10,017	431
2010	68,407	15,955	9,854	425
2011	68,416	15,943	9,894	458
2012	68,783	16,345	10,294	481
2013	69,183	16,584	10,468	486
2014	69,916	16,770	10,536	468
2015	69,835	16,829	10,626	534
2016	69,746	16,485	10,400	461
2017	68,603	16,333	10,451	475
2018	67,348	15,844	10,152	498
2019	66,033	15,430	9,908	n.a.

Suburban Hennepin County is Hennepin County minus Minneapolis City

Source: Minnesota Department of Health

The next table shows the Edina City and the Suburban Hennepin County kindergarten pools along with the percentage the Edina Public Schools' resident kindergarten was of each pool. Like many other percentages, the ratio of resident kindergarten students to the pools fluctuates. However, the percentages fluctuate more for the Edina City kindergarten pool than for the Suburban Hennepin County Pool. Therefore, the Suburban Hennepin County kindergarten pool will be used for the resident kindergarten projections. Typically, a more stable trend appears when rates are averaged. (Calculating an average of the kindergarten to birth ratio for two or more years smooth out annual fluctuations and produces a more "typical" ratio for that period.)

As the percentages show, except for the most recent Pandemic year, Edina Public Schools' resident kindergarten share increased slightly after 2015-16. Excluding the most recent year, the average of the ratios for the previous four years is 5.00 percent, while the average for the past five years including the most recent year is 4.99 percent. Based on these percentages, the average of the past five years' ratios (4.99 percent) will be used as the low kindergarten assumption and the highest ratio of 5.21 will be used as the high kindergarten assumption.

EDINA PUBLIC SCHOOLS RESIDENT KINDERGARTEN AS A PERCENTAGE OF EDINA CITY AND SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOLS					
Birth Years	Edina City		Suburban Hennepin County		Kindergarten Year
	Kindergarten Pool	Percentage	Kindergarten Pool	Percentage	
2004; 2005	446	113.68%	10,153	4.99%	2010-11
2005; 2006	437	107.09%	10,182	4.60%	2011-12
2006; 2007	468	102.99%	10,430	4.62%	2012-13
2007; 2008	437	118.31%	10,318	5.01%	2013-14
2008; 2009	425	114.35%	10,081	4.82%	2014-15
2009; 2010	427	106.32%	9,908	4.58%	2015-16
2010; 2011	447	115.21%	9,881	5.21%	2016-17
2011; 2012	473	111.21%	10,162	5.18%	2017-18
2012; 2013	485	104.33%	10,411	4.86%	2018-19
2013; 2014	474	105.49%	10,513	4.76%	2019-20
2014; 2015	512	91.60%	10,596	4.43% (4.93%)	2020-21
2015; 2016	485		10,475		2021-22
2016; 2017	470		10,534		2022-23
2017; 2018	491		10,251		2023-24
2018; 2019	n.a.		10,037		2024-25

2020-21 percentage in parenthesis includes 54 "red shirted" resident kindergarten-age children

To extend kindergarten projections beyond 2024-25, projected Minnesota 0-year-olds will be used as a guide. In 2017, resident births were 1,709 births lower than the projected 2017 0-year-olds or 2.4 percent lower than the projected number. In 2018, births were 4.3 percent lower than projected 0-year-olds. By 2019, births were 6.2 percent lower than projected 0-year-olds. There is no reason to believe that births will increase to equal the projections of 0-year-olds. Therefore, the projected number of 0-year-olds will be adjusted to be 93.8 percent of the projected number. Note that the projections of Minnesota 0-year-olds are essentially flat between 2018 and 2025. (next table) Even

when extending the projections to 2050, the number of projected Minnesota 0-year-olds is essentially flat.

Even these projections of 0-year-olds may be too high if births fall because of the COVID-19 Pandemic as predicted by many demographers. Today, completed fertility is below replacement level and there is little reason to think this will change.

PROJECTED MINNESOTA 0-YEAR OLDS		
Year	Projected Number	Adjusted Number
2017 Actual	68,603	
2017	70,312	
2018 Actual	67,348	
2018	70,395	
2019 Actual	66,033	
2019	70,373	
2020	70,325	65,965
2021	70,274	65,917
2022	70,227	65,873
2023	70,191	65,814
2024	70,164	65,811
2025	70,161	65,811
2026	70,161	65,811

Source: Minnesota Demographic Center

SUBURBAN HENNEPIN COUNTY KINDERGARTEN POOL	
2021-22	10,475
2022-23	10,534
2023-24	10,251
2024-25	10,037
2025-26	9,964
2026-27	9,956
2027-28	9,949
2028-29	9,943
2029-30	9,939
2030-31	9,938

Pool based on actual births bolded

In the past sixteen years, Suburban Hennepin County resident births increased from 14.53 percent of Minnesota births to 15.00 percent of Minnesota births in 2019. During this period, the percentages ranged from a low of 13.91 in 2006 to a high of 15.23 in 2017. The average of the past three years is 15.10 percent. If Suburban Hennepin County resident births are 15.10 percent of Minnesota's 0-year-olds for the next several years, the kindergarten pool would be as shown above. Although the projections show how "flat" these numbers are likely to be, these numbers are sensitive to

small changes in the assumptions. Note, however, that the difference between 2024-25, based on actual births, and the years beyond, based on projected births, do not result in significantly different resident kindergarten projections.

Using the kindergarten to pool ratio estimated earlier, the following table shows resident kindergarten projections. Through 2024-25, the kindergarten projections are based on actual births. The lowest kindergarten projection (based on the 4.99 percent ratio) results in 5,082 resident kindergarten students over ten years while the highest kindergarten projection (5.21 percent ratio) yields 5,307 resident kindergarten students over ten years. This compares with 4,963 resident kindergarten students over the ten years prior to the most recent year. **The comparison to the ten years before this past year suggests that the low kindergarten assumption is probably closer to what resident kindergarten will be over the next ten years.** The last projection years will not have the same number of resident kindergarten students every year as projected below, but resident kindergarten is likely to fluctuate around these numbers.

RESIDENT KINDERGARTEN PROJECTIONS		
	@4.99%	@5.21%
2019-20	500	500
2020-21	469	469
2021-22	565*	588*
2022-23	526	549
2023-24	512	534
2024-25	501	523
2025-26	497	519
2026-27	497	519
2027-28	496	518
2028-29	496	518
2029-30	496	518
2030-31	496	518
Total	5,082	5,307

Actual bolded

*Assumed that 42 of the 54 "red shirted" resident kindergarten-age children would be in kindergarten in 2021-22

Resident Net Migration Assumptions

The method for calculating migration was explained earlier in this report. However, the limitations of the methodology are worth repeating. The method of calculating migration does not distinguish between physical movement across a district's boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another district's public schools. Further, students who move into or out of a school district but never enroll in the district's public schools are not reflected in the migration numbers in this report.

The next two tables show resident net migration in raw numbers. Except for the past three years, resident net migration has been positive every year. In the past five years, there was one large net in migration year (+126) and three years with net out migration (-100, -103 and -199).

The next table shows resident net migration for every grade transition. In the Edina Public Schools, except for the past three years, resident net migration is almost always positive between Kindergarten and Grade 1 and the numbers tend to be large. Most years, there is also a large inflow between Grade 1 and Grade 2 as well; however, this inflow stopped and then became negative in the past two years. This recent pattern suggests that either the movement of families with children in these grades has slowed dramatically in the past three years or families are choosing other education options for their children.

Unlike many other public schools, there is no consistent net inflow of residents at Grade 9, the beginning of high school. This pattern suggests that once families decide on nonpublic schools, they stay with that choice throughout their students' K-12 years. In the past three years there has been resident net out migration between Grade 8 and Grade 9, which is also unusual. Like many other Minnesota schools, there is resident net out migration during the high school years, especially between Grade 10 and Grade 11 when some students transfer to Alternative Learning Centers or drop out of school.

RESIDENT NET MIGRATION OCTOBER TO OCTOBER										
	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20
K to 1	35	16	25	28	-4	30	36	0	18	-6
1 to 2	12	20	25	3	28	48	17	0	-5	-30
2 to 3	4	6	10	9	18	19	-8	4	-23	-17
3 to 4	9	5	2	18	-4	5	4	17	40	-6
4 to 5	-2	5	15	5	0	26	-3	-6	-38	-67
5 to 6	24	2	3	2	21	4	-4	12	-42	22
6 to 7	4	5	4	8	23	0	-15	-18	30	-7
7 to 8	-12	-3	-1	8	2	-17	14	-13	4	-67
8 to 9	-5	9	-4	-13	10	21	-1	-46	-48	-22
9 to 10	-1	11	2	-12	-15	-16	-11	-13	5	16
10 to 11	4	7	-17	-29	12	5	12	-31	-47	-22
11 to 12	5	-6	10	-12	7	1	13	-6	3	7
Total	77	77	74	15	98	126	54	-100	-103	-199
Percent	1.1	1.1	1.0	0.2	1.4	1.8	0.7	-1.4	-1.4	-2.9

The next table summarizes resident net migration by aggregating net migration by the elementary grades (Kindergarten-Grade 5), the middle school grades (6-8) and the high school grades (9-12). Resident net migration was positive at K-5 until the past two years. This past year the large resident K-5 net out migration can be attributed to the Pandemic as some parents moved their children to schools offering in-classroom school or homeschooled them. At the middle school grades, resident net migration has been negative for the past five years. At the high school grades, resident net migration has been negative for the past three years.

RESIDENT NET MIGRATION OCTOBER TO OCTOBER										
	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20
K-5	58	52	77	63	38	128	46	15	-8	-126
5-8	11	13	2	18	46	-13	-5	-19	-8	-52
9-12	8	12	-5	-66	14	11	13	-96	-87	-21
Total	77	77	74	15	98	126	54	-100	-103	-199

Resident net migration numbers when compared to the number of resident students in a grade result in the percent of students retained, that is, survival rates. Survival rates are an effective way to analyze the number of students retained, added, or lost each year at each grade. For example, 1.000 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.000 reflects the percentage increase while a number below 1.000 reflects the percentage decrease. For example, 0.98 indicates a -2 percent decrease.

RESIDENT SURVIVAL RATES OCTOBER TO OCTOBER										
	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20
K to 1	1.069	1.034	1.052	1.054	0.992	1.066	1.070	1.000	1.036	0.988
1 to 2	1.023	1.037	1.052	1.006	1.051	1.100	1.035	1.000	0.990	0.943
2 to 3	1.007	1.011	1.018	1.018	1.035	1.033	0.985	1.008	0.958	0.967
3 to 4	1.017	1.009	1.004	1.031	0.992	1.009	1.007	1.033	1.079	0.989
4 to 5	0.997	1.009	1.026	1.009	1.000	1.051	0.994	0.990	0.929	0.877
5 to 6	1.044	1.004	1.005	1.003	1.038	1.007	0.993	1.023	0.929	1.044
6 to 7	1.007	1.009	1.007	1.014	1.039	1.000	0.975	0.996	1.055	0.987
7 to 8	0.978	0.995	0.998	1.014	1.003	0.972	1.024	0.978	1.008	0.883
8 to 9	0.991	1.017	0.993	0.978	1.017	1.037	0.998	0.922	0.915	0.958
9 to 10	0.998	1.020	1.004	0.978	0.973	0.973	0.982	0.978	1.009	1.031
10 to 11	1.007	1.013	0.970	0.947	1.023	1.009	1.021	0.947	0.920	0.960
11 to 12	1.010	0.989	1.019	0.978	1.013	1.002	1.023	0.990	1.005	1.013

As the survival rate table shows, when compared to earlier years, more resident elementary grade survival rates were below 1.000 in the past two years. That Edina Public Schools would have resident survival rates hovering around 1.000 is not unusual given that the single-family detached housing stock, the housing type that yields the most students per unit, is essentially fixed. From fall 2017 to fall 2018, four of the five elementary grade transitions exceeded 1.000, however, from fall 2018 to fall 2019 only two of the five exceeded 1.000. This past year, five of the five were below 1.000. Is a trend emerging of more net out migration at the elementary grades?

The middle school grades show a fluctuating pattern, although the transition from Grade 6 to Grade 7 has survival rates below 1.000 three of the past four years. The transition from Grade 8 to Grade 9 has been below 1.000 seven of the past ten years, suggesting that survival rates below 1.000

are the norm. The survival rates of Grade 10 to Grade 11 have been significantly below 1.000 for the past three years and will probably continue to be below 1.000.

Because survival rates from 2019-20 to 2020-21 are affected by the Pandemic, they should be avoided when possible. Therefore, resident survival rates for the two previous years, that is, 2017-18 to 2018-19 and 2018-19 to 2019-20, were averaged. However, if the average of these two years was lower than the average of the past three years, which includes the most recent year, then the average of the past three years was used. Only two exceptions were made. The two exceptions were for Grade 3 to Grade 4 and for Grade 6 to Grade 7 where the three-year average was lower but looked more reasonable than the two-year average. Rates resulting from this logic will be called recent migration and will be used for the low resident migration assumption. Seeking a reasonable assumption with a little less net out migration, all survival rates were put at 1.000 except for Grade 8 to Grade 9 and Grade 10 to Grade 11 where the average of the past four years was used. This survival rate pattern will be used as the high migration assumption.

PROJECTED RESIDENT SURVIVAL RATES		
Grade	Low	High
K to 1	1.018	1.000
1 to 2	0.995	1.000
2 to 3	0.983	1.000
3 to 4	1.034	1.000
4 to 5	0.960	1.000
5 to 6	0.999	1.000
6 to 7	1.013	1.000
7 to 8	0.993	1.000
8 to 9	0.932	0.948
9 to 10	1.006	1.000
10 to 11	0.942	0.962
11 to 12	1.003	1.000

Excludes Early Childhood

The effect of these two survival rates can be seen in the projections below. By using the low kindergarten assumption, the number of resident kindergarten students is the same in both projections, so the differences are solely the result of the survival rates. The difference between the recent migration projection and the “no” net migration projection is 55 students with a difference of 67 students at 9-12. The recent migration assumption results in slightly more resident K-5 because that assumption has two elementary grade transitions above 1.000. For Grades 6-8, the “no” migration assumption projection is only 10 students larger than the recent migration projection in ten years.

SUMMARY OF EFFECTS OF SURVIVAL RATES IN TEN YEARS WITH LOW KINDERGARTEN ASSUMPTION				
Survival Rates	Total	K-5	6-8	9-12
Recent Past	6,366	3,000	1,529	1,837
“No” Net Migration	6,421	2,978	1,539	1,904

These two projections show that the recent tendency of net out migration results in only slightly fewer resident students in ten years than a migration neutral assumption. Small positive changes in the survival rates at the elementary and middle school grades would result in higher resident enrollment in ten years.

Resident Enrollment Projections

Estimating the Effect of the Pandemic on Resident Enrollment

Before making resident enrollment projections, assumptions must be made on what 2020-21 resident enrollment would have been absent the Pandemic. This is a challenge because resident enrollment in the Edina Public Schools was trending to net out migration since 2017-18 well before the Pandemic.

Some 2020-21 “missing” resident students will return to the Edina Public Schools in 2021-22 if education delivery is in-classroom because the motivating reason to enroll elsewhere was to have the student in a classroom full time or most of the time. For enrollment projections, the simplest way to deal with these students is to make assumptions about the percent who will return and then adjust the 2020-21 resident enrollment to reflect these “missing” students so they can “roll forward” to the next higher grade in 2021-22.

The “expected” number of 2020-21 resident students was estimated based on applying the averaged survival rates of fall 2017 to fall 2018 and fall 2018 to fall 2019 to the 2019-20 resident enrollment. This exercise produces reasonable estimates except for the transition from Grade 3 to Grade 4 and Grade 6 to Grade 7. For the transition between these grades the average of fall 2016 to fall 2017 and fall 2017 to fall 2018 was used. The average of these years lowered the survival rates for these two grade transitions. The results of these assumptions are shown as “expected” students in the next table.

RESIDENT ENROLLMENT 2020-21			
Grade	Actual	Expected	Adjusted
K	469	504	480
1	496	509	500
2	494	518	502
3	504	519	509
4	522	556	533
5	478	481	479
6	523	535	527
7	541	564	549
8	505	518	509
9	500	476	500
10	534	548	539
11	529	503	529
12	546	555	549
Total	6,641	6,786	6,705

An “expected” 2020-21 resident kindergarten was estimated by assuming that 4.76 percent of the kindergarten pool, the same percentage as in 2019-20, would have enrolled in 2020-21. This assumption results in 504 resident kindergarten students not the 469 who enrolled.

Resident enrollment decreased by 286 students between 2019-20 and 2020-21. Estimating the “expected” 2020-21 resident enrollment makes it easier to estimate the effect of the Pandemic. The “expected” 2020-21 resident enrollment of 6,786 students implies an expected resident enrollment decrease of 141 students from the previous year (6,927 students). Therefore, an additional 145 resident student loss can be attributed to the Pandemic or about half the loss can be attributed to the Pandemic.

What percentage of 2020-21 “missing” students will return to the Edina Public Schools in 2021-22? For projection purposes, let us assume that one-third or 61 students will return (K-11). The result of this assumption is shown as the “adjusted” 2020-21 resident enrollment by grade. The adjusted number was used for the base year of the projections.

District records show 54 “red shirted” resident kindergarten-age students who present another projection challenge. If 78 percent of the “red shirted” students, Edina’s overall market share, enroll as kindergarten students in 2021-22, 42 additional students should be added to the 2021-22 resident kindergarten projections.

Projection Results

Four cohort projections are shown in the next table. In ten years, there is a 276-student difference between the lowest projection and the highest projection. The kindergarten assumptions account for a 221 resident student difference in the ten years. The migration assumptions account for a 55 resident student difference in ten years. These numbers show that the kindergarten assumptions account for more of the difference among the four projections than the migration assumptions.

The lowest projection is based on the low kindergarten and recent migration assumptions. In this projection, resident enrollment decreases by 275 students or -4.1 percent by 2030-31. In five years, resident enrollment is 165 students or -2.5 percent lower than today.

RESIDENT ENROLLMENT PROJECTIONS				
Year	Low K Recent Mig	Low K “No” Mig	High K Recent Mig	High K “No” Mig
2020-21	6,641	6,641	6,641	6,641
2021-22	6,656	6,674	6,679	6,697
2022-23	6,586	6,624	6,633	6,670
2023-24	6,527	6,571	6,596	6,639
2024-25	6,490	6,547	6,581	6,637
2025-26	6,476	6,533	6,589	6,645
2026-27	6,428	6,485	6,563	6,619
2027-28	6,392	6,455	6,549	6,611
2028-29	6,402	6,470	6,581	6,646
2029-30	6,384	6,437	6,585	6,637
2030-31	6,366	6,421	6,587	6,642

Excludes Early Childhood

The highest projection, based on the high kindergarten and “no” net migration assumptions, shows resident enrollment increasing by 1 student between 2020-21 and 2030-31. In five years, resident enrollment increases by 4 students. This projection shows “stable” resident enrollment.

In between the highest and lowest resident projections are two other projections. In 2030-31, these two projections differ by 166 students.

The projections from 2020-21 to 2030-31 reflect the following changes in the components of enrollment change. The Edina Public Schools will experience **natural increase**, that is, the incoming resident Kindergarten classes will be larger than the previous years’ resident Grade 12. This is a reversal of the pattern of the past ten years when natural decrease averaged 50 per year. In the next ten years, natural increase averages 17 to 29 per year in the low kindergarten projections and 40 to 51 per year in the high kindergarten projections.

COMPONENTS OF PROJECTED RESIDENT ENROLLMENT CHANGE				
Oct. to Oct. 2020 to 2030	Total		Natural Increase/ Decrease	Net Migration
	#	%		
Low K/Recent Mig	-275	-4.1%	286	-561
Low K/”No” Mig	-108	-1.6%	174	-282
High K/Recent Mig	-54	-0.8%	508	-562
High K/”No” Mig	1	0.02%	396	-395

Excludes Early Childhood

Net out migration is projected to continue throughout the projection period. The projections show resident net out migration averaging -56 students per year in the recent migration projections and -28 to -40 per year in the “no” net migration projections. Net migration averaged 12 students per year in the past ten years but -134 per year in the past three years. **Therefore, projected net out migration is less than in the past three years.**

RESIDENT ENROLLMENT PROJECTIONS				
	K-5	6-8	9-12	Total
2020-21	2,963	1,569	2,109	6,641
2025-26				
Low K/Recent Mig	3,105	1,488	1,882	6,476
Low K/”No” Mig	3,081	1,511	1,941	6,533
High K/Recent Mig	3,219	1,488	1,882	6,589
High K/”No” Mig	3,193	1,511	1,941	6,645
2030-31				
Low K/Recent Mig	3,000	1,529	1,837	6,366
Low K/”No” Mig	2,978	1,539	1,904	6,421
High K/Recent Mig	3,133	1,596	1,858	6,587
High K/”No” Mig	3,110	1,606	1,926	6,642

Excludes Early Childhood

Looking at the resident projections based on the elementary, middle school and high school grades is instructive. All four projections show resident K-5 increasing in the next five and next ten years. Resident K-5 enrollment is projected to increase by 118 to 256 students in the next five years and 15 to 170 students in ten years. For the first five projection years, the kindergarten students have already been born; therefore, the variation in resident K-5 projections is largely the result of the different assumptions about the percentage of the kindergarten pool attending the Edina Public Schools and the net migration assumptions. In ten years, the flat kindergarten classes lower K-5 resident enrollment.

In the first five projection years, resident middle school enrollment is 58 to 81 students lower than today. In the second five projection years, middle school enrollment increases. In the second five projection years, the kindergarten assumptions effect the middle school projections but in the first five years only the current grade size and the migration assumptions are affecting the size of the middle school grades.

Resident high school enrollment is projected to decrease 168 to 227 students in the first five projection years. In the second five projection years, resident high school enrollment continues to decrease. The high school projections are almost totally a result of the migration assumptions. The kindergarten assumptions have only a small effect on the high school projections. In 2030-31, the 2020-21 kindergarten class will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions.

Reasonableness of Resident Projections

The resident kindergarten projections look reasonable when compared to the past ten years. One caveat: With the International Spanish Language Academy (isla) moving its entire campus from Minnetonka to Edina, some Kindergarten and Grade 1 students may be lost to this charter immersion school in 2021-22. The school has announced it is opening another Grade 1 section this year and students do not need any background in Spanish to enroll. The presence of this K-6 charter school will have some effect on resident enrollment.

At this time, there is no evidence that net migration will change back to positive numbers, especially, relatively large positive numbers.

Several factors point to resident enrollment decline.

Births are decreasing, which will result in fewer kindergarten students.

Current resident grade size shows K-5 to be smaller than upper grades, which unless there is significant net in migration, points to resident enrollment decline.

Increase in nonpublic enrollment among District residents.

An established language immersion charter school is relocating to Edina.

Total Enrollment Projections

Edina Public School total enrollment can be managed to meet a targeted enrollment number by managing the number of nonresident students. Based on projected resident enrollment, to maintain total enrollment of around 8,400 students, more nonresidents will be required.

Comparison of 2019 and 2021 Projections

Resident enrollment projections made in 2019 (based on fall 2018-19 enrollment) and 2021 (based on fall 2020-21 adjusted) are wildly different. The 2021 projections are lower, ranging from 857 to 1,027 resident students lower in 2028-29. This is a substantial difference in two years. What happened to result in two such different sets of projections?

COMPARISON OF ENROLLMENT PROJECTIONS 2028-29			
	2019 Projections	2021 Projections	Difference
Low K/Low Mig	7,393	6,366	1,027
Low K/High Mig	7,429	6,421	1,008
High K/Low Mig	7,464	6,587	877
High K/High Mig	7,499	6,642	857

Declining Births

While the projected resident kindergarten classes are different, the percentage of the pool attending the Edina Public Schools remained essentially the same. The big difference is that over this short period of time it became clear that births are decreasing in the United States, Minnesota, and Hennepin County as the fertility rate decreases. This means the kindergarten pool becomes smaller. The 2019 projections were made without the benefit of knowing the number of 2017 births. Further, the consensus among demographers is that the COVID-19 Pandemic will lower births further in the next couple of years. While births may rebound slightly once the economy recovers, fertility is likely to remain well below replacement levels.

RESIDENT KINDERGARTEN PROJECTIONS				
Year	2019		2021	
	Low 4.96%	High 5.02%	Low 4.99%	High 5.21%
2021-22	526	532	565*	588*
2022-23	525	532	526	549
2023-24	525	531	512	534
2024-25	525	531	201	523
2025-26	524	531	497	519
2026-27	524	531	497	519
2027-28	524	531	496	518
2028-29	524	530	496	518

*Assumed that 42 of the 54 "red shirted" resident kindergarten age children would be in Edina's kindergarten in 2021-22

Net Migration or Survival Rates

The biggest change is in resident net migration in the Edina Public Schools. Projections made in 2019 were looking back on a long history of net in migration. That pattern changed in the past three years. When the 2019 projections were made, it looked like fall 2017 to fall 2018 might be an aberration. It was not. Of course, net migration could change and become positive again, which would make the 2021 projections too low.

RESIDENT NET MIGRATION OCTOBER TO OCTOBER										
	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20
K-5	58	52	77	63	38	128	46	15	-8	-126
5-8	11	13	2	18	46	-13	-5	-19	-8	-52
9-12	8	12	-5	-66	14	11	13	-96	-87	-21
Total	77	77	74	15	98	126	54	-100	-103	-199

The difference in survival rates between these two times is obvious in the table below.

RESIDENT SURVIVAL RATES				
Grade	2019		2021	
	Low (past 5 yrs)	High (past 4 yrs)	Low (Recent)	High ("No" Mig)
K to 1	1.036	1.032	1.018	1.000
1 to 2	1.038	1.047	0.995	1.000
2 to 3	1.016	1.015	0.983	1.000
3 to 4	1.014	1.010	1.034	1.000
4 to 5	1.009	1.009	0.960	1.000
5 to 6	1.013	1.015	0.999	1.000
6 to 7	1.005	1.003	1.013	1.000
7 to 8	0.998	0.994	0.993	1.000
8 to 9	0.990	0.994	0.932	0.948
9 to 10	0.977	0.977	1.006	1.000
10 to 11	0.989	1.000	0.942	0.962
11 to 12	1.001	1.007	1.003	1.000

Edina Resident Low K/Recent Mig K (+Hdcp)		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total
2020-21 Adjuste	480	500	502	509	533	479	527	549	509	500	539	529	549	3003	1585	2117	6705
20-21 Cohort	565	480	500	502	509	533	479	527	549	509	500	539	529	3089	1555	2077	6721
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
21-22 Proj	565	489	498	493	526	512	479	534	545	474	503	508	531	3083	1558	2016	6656
21-22 Cohort	526	565	489	498	493	526	512	479	534	545	474	503	508	3097	1524	2030	6651
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
22-23 Proj	526	575	486	489	510	505	511	485	530	508	477	474	509	3092	1526	1968	6586
22-23 Cohort	512	526	575	486	489	510	505	511	485	530	508	477	474	3099	1501	1989	6589
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
23-24 Proj	512	535	572	478	506	490	505	518	481	494	511	450	475	3093	1504	1930	6527
23-24 Cohort	501	512	535	572	478	506	490	505	518	481	494	511	450	3104	1512	1936	6553
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
24-25 Proj	501	521	533	563	494	485	489	511	514	449	497	481	451	3097	1515	1878	6490
24-25 Cohort	497	501	521	533	563	494	485	489	511	514	449	497	481	3109	1486	1941	6536
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
25-26 Proj	497	510	519	524	582	474	485	496	508	479	451	468	483	3105	1488	1882	6476
25-26 Cohort	497	497	510	519	524	582	474	485	496	508	479	451	468	3128	1455	1906	6490
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
26-27 Proj	497	506	507	510	542	558	474	491	492	473	482	425	470	3120	1457	1850	6428
26-27 Cohort	496	497	506	507	510	542	558	474	491	492	473	482	425	3058	1524	1873	6454
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
27-28 Proj	496	506	503	499	527	520	558	480	488	459	476	454	426	3051	1526	1815	6392
27-28 Cohort	496	496	506	503	499	527	520	558	480	488	459	476	454	3027	1558	1877	6462
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
28-29 Proj	496	505	503	495	516	506	519	565	477	455	462	448	455	3021	1561	1820	6402
28-29 Cohort	496	496	505	503	495	516	506	519	565	477	455	462	448	3011	1591	1841	6443
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
29-30 Proj	496	505	502	495	512	495	506	526	561	444	457	435	450	3005	1593	1786	6384
29-30 Cohort	496	496	505	502	495	512	495	506	526	561	444	457	435	3006	1527	1898	6430
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
30-31 Proj	496	505	502	494	512	491	495	512	522	523	447	431	436	3000	1529	1837	6366

Edina Resident Low K/1.000 Mig K (+Hdcp)		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total
2020-21 Adjuste	480	500	502	509	533	479	527	549	509	500	539	529	549	3003	1585	2117	6705
20-21 Cohort	565	480	500	502	509	533	479	527	549	509	500	539	529	3089	1555	2077	6721
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
21-22 Proj	565	480	500	502	509	533	479	527	549	483	500	519	529	3089	1555	2030	6674
21-22 Cohort	526	565	480	500	502	509	533	479	527	549	483	500	519	3082	1539	2050	6671
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
22-23 Proj	526	565	480	500	502	509	533	479	527	520	483	481	519	3082	1539	2003	6624
22-23 Cohort	512	526	565	480	500	502	509	533	479	527	520	483	481	3085	1521	2011	6617
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
23-24 Proj	512	526	565	480	500	502	509	533	479	500	520	464	481	3085	1521	1965	6571
23-24 Cohort	501	512	526	565	480	500	502	509	533	479	500	520	464	3084	1544	1963	6591
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
24-25 Proj	501	512	526	565	480	500	502	509	533	454	500	501	464	3084	1544	1919	6547
24-25 Cohort	497	501	512	526	565	480	500	502	509	533	454	500	501	3081	1511	1987	6579
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
25-26 Proj	497	501	512	526	565	480	500	502	509	505	454	481	501	3081	1511	1941	6533
25-26 Cohort	497	497	501	512	526	565	480	500	502	509	505	454	481	3098	1482	1949	6529
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
26-27 Proj	497	497	501	512	526	565	480	500	502	483	505	437	481	3098	1482	1905	6485
26-27 Cohort	496	497	497	501	512	526	565	480	500	502	483	505	437	3029	1545	1927	6501
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
27-28 Proj	496	497	497	501	512	526	565	480	500	476	483	486	437	3029	1545	1881	6455
27-28 Cohort	496	496	497	497	501	512	526	565	480	500	476	483	486	2999	1571	1945	6515
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
28-29 Proj	496	496	497	497	501	512	526	565	480	474	476	464	486	2999	1571	1900	6470
28-29 Cohort	496	496	496	497	497	501	512	526	565	480	474	476	464	2983	1603	1894	6480
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
29-30 Proj	496	496	496	497	497	501	512	526	565	455	474	458	464	2983	1603	1851	6437
29-30 Cohort	496	496	496	496	497	497	501	512	526	565	455	474	458	2978	1539	1952	6469
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
30-31 Proj	496	496	496	496	497	497	501	512	526	536	455	456	458	2978	1539	1904	6421

Edina Resident High K/Recent Mig K (+Hdcp)		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total
2020-21 Adjuste	480	500	502	509	533	479	527	549	509	500	539	529	549	3003	1585	2117	6705
20-21 Cohort	588	480	500	502	509	533	479	527	549	509	500	539	529	3112	1555	2077	6744
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
21-22 Proj	588	489	498	493	526	512	479	534	545	474	503	508	531	3106	1558	2016	6679
21-22 Cohort	549	588	489	498	493	526	512	479	534	545	474	503	508	3143	1524	2030	6697
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
22-23 Proj	549	599	486	489	510	505	511	485	530	508	477	474	509	3138	1526	1968	6633
22-23 Cohort	534	549	599	486	489	510	505	511	485	530	508	477	474	3167	1501	1989	6657
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
23-24 Proj	534	559	596	478	506	490	505	518	481	494	511	450	475	3162	1504	1930	6596
23-24 Cohort	523	534	559	596	478	506	490	505	518	481	494	511	450	3195	1512	1936	6644
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
24-25 Proj	523	544	556	585	494	485	489	511	514	449	497	481	451	3188	1515	1878	6581
24-25 Cohort	519	523	544	556	585	494	485	489	511	514	449	497	481	3221	1486	1941	6649
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
25-26 Proj	519	532	541	547	605	474	485	496	508	479	451	468	483	3219	1488	1882	6589
25-26 Cohort	519	519	532	541	547	605	474	485	496	508	479	451	468	3263	1455	1906	6625
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
26-27 Proj	519	528	530	532	565	581	474	491	492	473	482	425	470	3255	1457	1850	6563
26-27 Cohort	518	519	528	530	532	565	581	474	491	492	473	482	425	3192	1546	1873	6611
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
27-28 Proj	518	528	526	521	550	543	581	480	488	459	476	454	426	3185	1548	1815	6549
27-28 Cohort	518	518	528	526	521	550	543	581	480	488	459	476	454	3161	1603	1877	6641
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
28-29 Proj	518	527	526	517	538	528	542	588	477	455	462	448	455	3154	1607	1820	6581
28-29 Cohort	518	518	527	526	517	538	528	542	588	477	455	462	448	3144	1658	1841	6644
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
29-30 Proj	518	527	525	517	534	517	527	549	584	444	457	435	450	3138	1660	1786	6585
29-30 Cohort	518	518	527	525	517	534	517	527	549	584	444	457	435	3139	1593	1920	6653
Historical		1.018	0.995	0.983	1.034	0.96	0.999	1.013	0.993	0.932	1.006	0.942	1.003	0	0	0	0
30-31 Proj	518	527	525	516	534	513	516	534	545	544	447	431	436	3133	1596	1858	6587

Edina Resident High K/1.000 Mig K (+Hdcp)		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	K-5	6-8	9-12	K-12 total
2020-21 Adjuste	480	500	502	509	533	479	527	549	509	500	539	529	549	3003	1585	2117	6705
20-21 Cohort	588	480	500	502	509	533	479	527	549	509	500	539	529	3112	1555	2077	6744
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
21-22 Proj	588	480	500	502	509	533	479	527	549	483	500	519	529	3112	1555	2030	6697
21-22 Cohort	549	588	480	500	502	509	533	479	527	549	483	500	519	3128	1539	2050	6717
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
22-23 Proj	549	588	480	500	502	509	533	479	527	520	483	481	519	3128	1539	2003	6670
22-23 Cohort	534	549	588	480	500	502	509	533	479	527	520	483	481	3153	1521	2011	6685
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
23-24 Proj	534	549	588	480	500	502	509	533	479	500	520	464	481	3153	1521	1965	6639
23-24 Cohort	523	534	549	588	480	500	502	509	533	479	500	520	464	3174	1544	1963	6681
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
24-25 Proj	523	534	549	588	480	500	502	509	533	454	500	501	464	3174	1544	1919	6637
24-25 Cohort	519	523	534	549	588	480	500	502	509	533	454	500	501	3193	1511	1987	6691
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
25-26 Proj	519	523	534	549	588	480	500	502	509	505	454	481	501	3193	1511	1941	6645
25-26 Cohort	519	519	523	534	549	588	480	500	502	509	505	454	481	3232	1482	1949	6663
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
26-27 Proj	519	519	523	534	549	588	480	500	502	483	505	437	481	3232	1482	1905	6619
26-27 Cohort	518	519	519	523	534	549	588	480	500	502	483	505	437	3162	1568	1927	6657
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
27-28 Proj	518	519	519	523	534	549	588	480	500	476	483	486	437	3162	1568	1881	6611
27-28 Cohort	518	518	519	519	523	534	549	588	480	500	476	483	486	3131	1617	1945	6693
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
28-29 Proj	518	518	519	519	523	534	549	588	480	474	476	464	486	3131	1617	1900	6648
28-29 Cohort	518	518	518	519	519	523	534	549	588	480	474	476	464	3115	1671	1894	6680
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
29-30 Proj	518	518	518	519	519	523	534	549	588	455	474	458	464	3115	1671	1851	6637
29-30 Cohort	518	518	518	518	519	519	523	534	549	588	455	474	458	3110	1606	1975	6691
Historical		1	1	1	1	1	1	1	1	0.948	1	0.962	1	0	0	0	0
30-31 Proj	518	518	518	518	519	519	523	534	549	557	455	456	458	3110	1606	1926	6642