



School Capacities Fall 2014 (Updated December 2014)

Key Findings

1. Capacity calculations presented in this report are based on available seats for students. Accordingly, they may provide an incomplete picture of the number of students a school can reasonably support and should be used in concert with qualitative data to address space capacity concerns.
2. Most MMSD schools are not over capacity. Eight of the 32 elementary schools and one of the 12 middle schools had third Friday enrollment numbers above their calculated capacity.
3. Nineteen of the 32 elementary schools and two of the twelve middle schools had third Friday enrollment numbers above the ideal 90% of capacity.

Capacity Methodology

Research indicates that the ideal operating capacity for schools is 90% to allow for flexibility during the school year. Capacity calculations in MMSD vary by level. At the elementary school level, capacity calculations are based on the number of available classrooms and the number of students that can sit in a classroom. The number of available classrooms is calculated by first counting the number of rooms in each building that could become a classroom (well-ventilated rooms that are 500 square feet or larger). Then, rooms that are used for certain other activities (art, music, Reach, strings, alternative programs, 4K, etc.) are subtracted from this count. These room counts were collected based on floor plans labeled by each principal in fall 2014 and revised using self-reporting by principals. Finally, one more room is subtracted from the total so that extra space will be built in to the calculation unless we hear otherwise from a school. The resulting number indicates a conservative count of how many rooms could be used as homerooms in each building. This number is then multiplied by the number of students who can sit in a classroom to calculate a capacity. Because room use can change significantly from year to year, school capacities are not static and can also vary over time. At the middle school level, because homerooms are less static and because students move more frequently from room to room, school capacities are based on the number of instructional spaces and gyms without any adjustments based on room usage.

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

Schools Over 100% of Capacity

For the 2014-15 school year, eight elementary schools were above 100% capacity as of the third Friday in September. Several other schools are close to 100% of capacity. Based on five-year enrollment projections we expect eleven schools to be above 100% capacity by 2019-20, although these projections are highly variable and subject to significant change. At middle school level one school was above 100% of capacity and no high schools were above 90% of capacity. Based in five-year enrollment projections we expect two middle schools and no high school to be above 100% of capacity by 2019-20. Traditionally the school capacity formula is designed to be conservative in order to flag schools early, so schools listed as slightly over capacity likely still have seats available for additional students.

Data Note and Facilities Plan

Capacity calculations are part of a larger effort to build a long-term facilities plan for MMSD. We will revisit the tradition of allowing one overflow room for each school in capacity calculations to assess whether this practice is appropriate and whether it enhances or diminishes the utility of the capacity calculation. The capacity review process must include on-site auditing of room use conducted by Building Services and/or a consultant. As a part of MMSD's short term facilities plan several MMSD elementary schools have been identified as needing immediate capacity additions due to crowding of students: Sandburg, Hawthorne, Kennedy, Van Hise/Hamilton, and Midvale. All of these schools are currently above 98% of their capacity and Van Hise, Midvale, and Sandburg are above 100% of their capacity. For more information see the addendum on page 4.



Elementary School Capacities

	2014-15 Student Capacity	2014-15 Third Friday Enrollment	2014-15 Remaining Spaces	2014-15 Percent of Capacity	2019-20 Projected Enrollment	2019-20 Projected Percent of Capacity
<i>Elementary overall</i>	13679	12459	1220	91%	12714	93%
Randall	345	389	-44	113%	324	94%
Van Hise	380	413	-33	109%	400	105%
Nuestro Mundo	295	312	-17	106%	310	105%
Midvale	425	441	-16	104%	458	108%
Sandburg	393	404	-11	103%	433	110%
Franklin	351	358	-7	102%	357	102%
Elvehjem	447	448	-1	100%	428	96%
Hawthorne	354	352	2	99%	360	102%
Marquette	222	218	4	98%	179	81%
Kennedy	558	545	13	98%	433	78%
Schenk	433	422	11	98%	400	92%
Chavez	670	642	28	96%	619	92%
Emerson	413	390	23	94%	478	116%
Shorewood	469	432	37	92%	467	100%
Lowell	354	326	28	92%	343	97%
Stephens	558	513	45	92%	574	103%
Huegel	492	449	43	91%	495	101%
Thoreau	472	430	42	91%	478	101%
Crestwood	413	375	38	91%	332	80%
Leopold	767	676	91	88%	720	94%
Lake View	315	277	38	88%	242	77%
Mendota	334	292	42	87%	366	109%
Lapham	248	216	32	87%	198	80%
Gompers	295	255	40	86%	203	69%
Falk	315	269	46	85%	310	98%
Lindbergh	256	218	38	85%	191	75%
Orchard Ridge	374	318	56	85%	326	87%
Glendale	511	434	77	85%	506	99%
Allis	590	452	138	77%	523	89%
Muir	514	391	123	76%	394	77%
Lincoln	513	370	143	72%	434	85%
Olson	603	432	171	72%	433	72%

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

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



Middle and High School Capacities

	2014-15 Student Capacity	2014-15 3rd Friday Enrollment	2014-15 Number of Seats Remaining	2014-15 Percent of Capacity	Projected 2019- 20 Enrollment	Projected 2019- 20 Percent of Capacity
<i>Total District Middle</i>	6822	5355	1467	78%	5798	85%
<i>Total District High</i>	9958	7144	2814	72%	7891	79%
<i>East High Attendance Area</i>						
Black Hawk Mid	576	380	196	66%	433	75%
O'Keeffe Mid	774	466	308	60%	426	55%
Sherman Mid	684	421	263	62%	560	82%
<i>East Total Middle</i>	2034	1267	767	62%	1419	70%
East High	2737	1598	1139	58%	1839	67%
<i>La Follette High Attendance Area</i>						
Badger Rock Mid	126	84	42	67%	119	95%
Sennett Mid	918	622	296	68%	662	72%
Whitehorse Mid	522	463	59	89%	451	86%
<i>La Follette Total Middle</i>	1566	1169	397	75%	1233	79%
La Follette High	2346	1449	897	62%	1704	73%
<i>Memorial High Attendance Area</i>						
Jefferson Mid	540	539	1	100%	565	105%
Spring Harbor Mid	306	260	46	85%	287	94%
Toki Mid	774	547	227	71%	703	91%
<i>Memorial Total Middle</i>	1620	1346	274	83%	1554	96%
Memorial High	2323	1924	399	83%	2051	88%
<i>West High Attendance Area</i>						
Cherokee Mid	630	467	163	74%	456	72%
Hamilton Mid	774	851	-77	110%	819	106%
Wright Mid	324	255	69	79%	317	98%
<i>West Total Middle</i>	1728	1573	155	91%	1591	92%
West High	2300	2064	236	90%	2200	96%
<i>Alternative school</i>						
Shabazz	252	109	143	43%	97	38%

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

Red text indicates the percent of capacity is over 100%

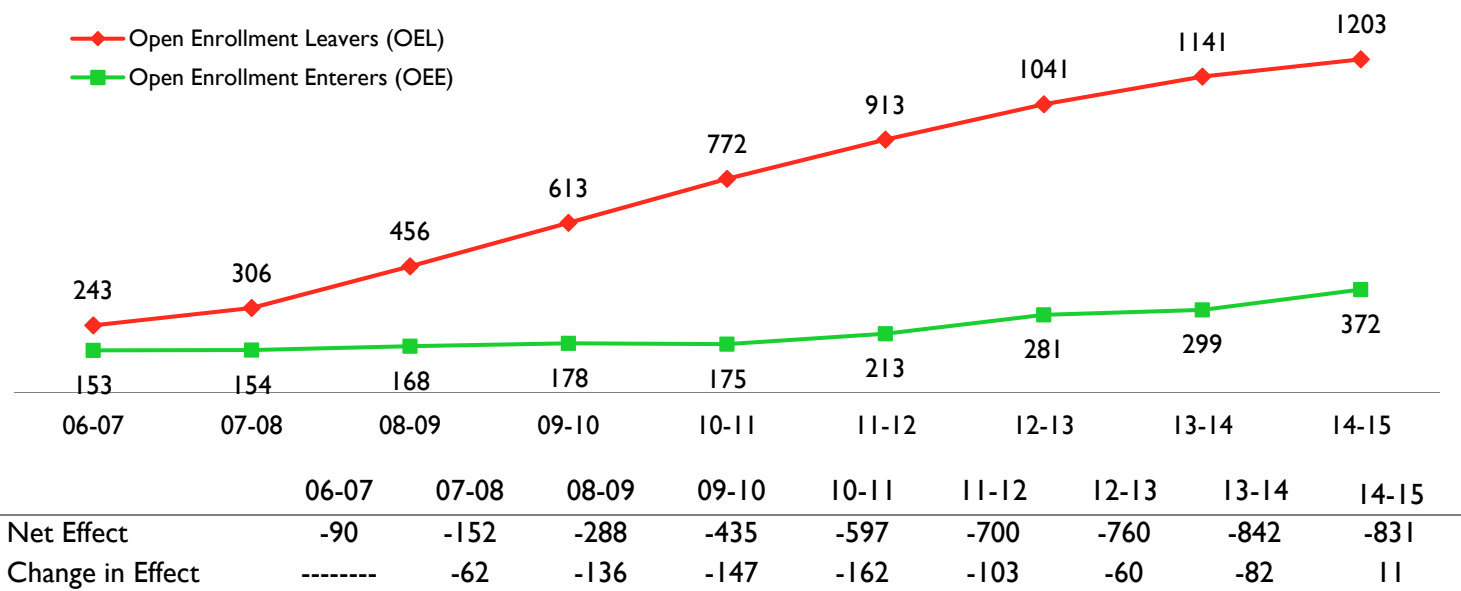
Open Enrollment Report Fall 2014 (Revised)

Key Findings

1. The net effect of open enrollment decreased to 831 students leaving the district for the 2014-15 school year from 842 in 2013-14. This is the first decrease in more than a decade.
2. The number of open enrollment leavers increased to 1203 for the 2014-15 school year from 1141 in 2013-14, an increase of 5%.
3. The number of open enrollment enterers increased to 372 for the 2014-15 school from 299 in 2013-14, an increase of 24%.
4. The number of first-time open enrollment leavers decreased to 356 students from 374 students, the second straight year of decreases.
5. The number of first-time leavers that were not previously enrolled in another district decreased to 115 students from 219 students, a decrease of 47%. The percent of first-time leavers that were not previously enrolled in another district decreased to 32% from 59%, the lowest percentage on record. This indicates that far fewer students open enrolled out of MMSD who had not previously attended another district.

This report presents a history of open enrollment in MMSD, as well as detailed breakouts of open enrollment for the 2014-15 school year. Open enrollment in Wisconsin took effect for the 1998-99 school year, in which MMSD had fewer than 20 leavers. Due to the Family Educational Rights and Privacy Act (FERPA), we suppress student counts of six or fewer and this is indicated by “---” in data tables.

Total 4K-12 Open Enrollment Leavers and Enterers



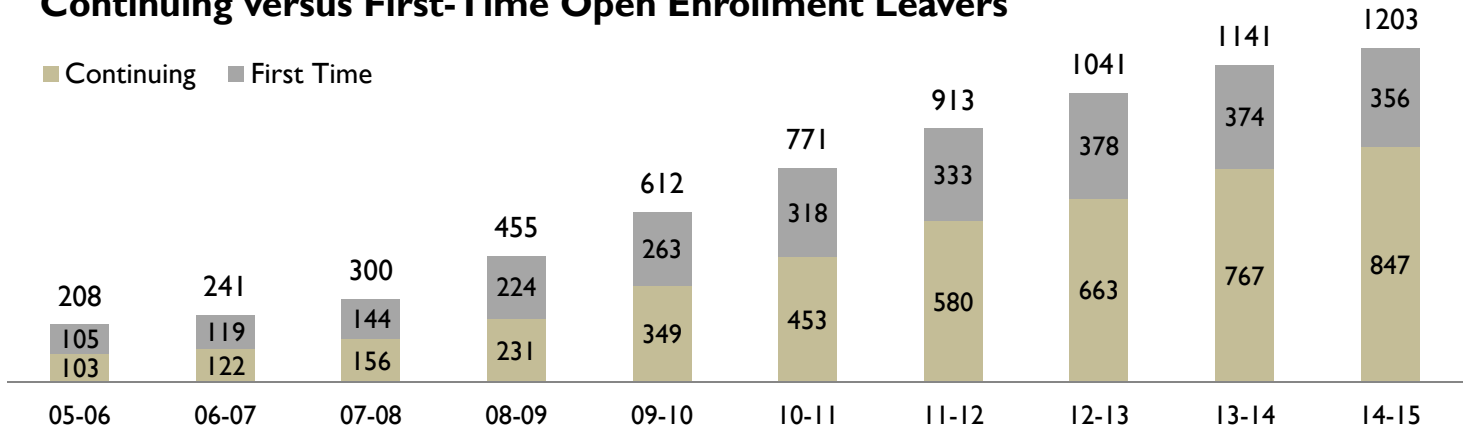
For the 2014-15 school year, MMSD has 1203 leavers and 372 enterers for a net effect of 831 students choosing to attend a district other than MMSD. This marked an improvement of 11 students in the net effect of open enrollment from last year and is the first improvement in the net effect in a decade.



Continuing and First-Time Leavers

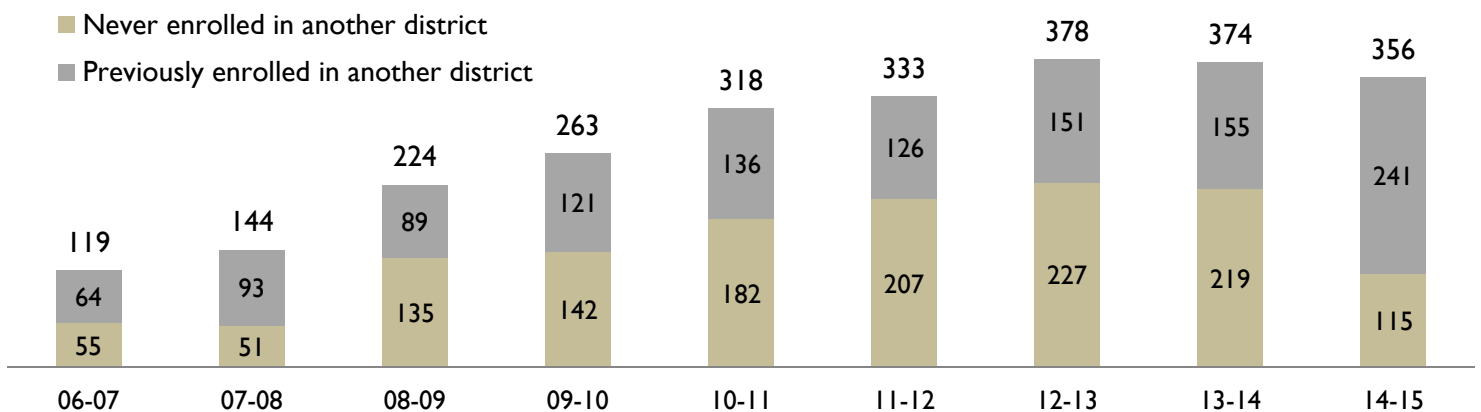
Of the 1203 leavers for the 2014-15 school year 847 are continuing leavers who open enrolled out of MMSD in previous years and 356 are first-time leavers. The total number of leavers has increased much faster than the number of first-time leavers each year due to the cumulative effect of open enrollment. The 2014-15 school year is the second year in a row that first-time open enrollment leavers have decreased from the prior academic year, and these are the only two years in which this has occurred. Although these decreases were relatively small, if they continue into future years, the cumulative effect of open enrollment will continue to decrease.

Continuing versus First-Time Open Enrollment Leavers



Of 356 first-time leavers in 2013-14, 241 were previously enrolled in another district and have moved to MMSD but have chosen to continue their enrollment in that other district. About 32% of first-time leavers, 115 students in all, are first-time leavers who had never enrolled in another district; this is a significant change from other years and is the lowest percentage on record. The number of first-time leavers who had never enrolled in another district decreased for a second straight year and significantly more than before. These students are a key subset of first-time leavers because their decision to leave the district is not related to prior enrollment elsewhere. If this number continues to decrease in future years as MMSD’s population continues to grow, this may suggest that MMSD is having more success keeping students in the district. The largest shifts in the district were at Glendale, Elvehjem and Leopold, with 34, 13, and 13 fewer first-time leavers who had never enrolled in another district respectively. Glendale’s 34 fewer students represents 33% of the net change district wide.

First-Time Open Enrollment Leavers by Prior Enrollment





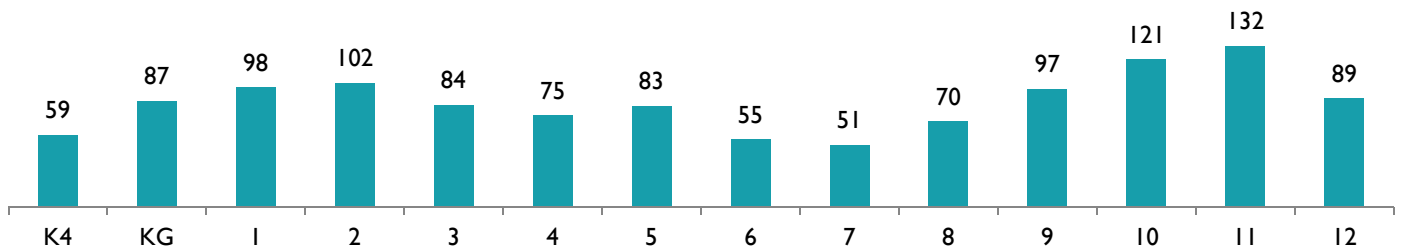
Characteristics of Open Enrollment Leavers

	Percent of 2014-15 Leavers	Percent of MMSD K-12	Difference
White	67%	44%	23%
Two or more races	7%	9%	-1%
Asian	6%	9%	-3%
African American	8%	18%	-9%
Hispanic	10%	20%	-10%

** Table organized from high to low on Difference

Open enrollment leavers are disproportionately white relative to the MMSD student population. The percent of the MMSD population that is African American and Hispanic is twice as large as the percent of the population of open enrollment leavers. Other demographic characteristics of open enrollment leavers are unavailable.

2014-15 Open Enrollment Leavers by Grade



Note: an earlier version of this report had grade levels mislabeled. This graph reflects the corrected and accurate data.

A total of 146 leavers are in 4K or kindergarten.

Destinations for Open Enrollment Leavers

District	Students	District	Students	District	Students	District	Students
McFarland	262	Oregon	85	De Forest	30	Stoughton	10
Monona	212	Sun Prairie	77	Northern Ozaukee	16	Hayward	9
Verona	193	Wauwaukee	60	Mount Horeb	10	Appleton	7
Middleton	164	Merrill	31				

** Districts with fewer than 6 Leavers attending have been suppressed

The most common open enrollment destinations for MMSD students are McFarland, Monona Grove, and Verona. These schools are persistently the most common open enrollment destinations. McFarland is by far the most popular at the elementary and middle school levels and Verona and Monona Grove are the most popular at the high school level.

Fiscal Impact of Leavers

The table on the right outlines the fiscal impact of open enrollment leavers for the past five years and the estimated open enrollment expense for 2014-15.

The estimated open enrollment expense is offset partially by the estimated open enrollment income for 2014-15 of \$ 2,468,220. The expected net loss due to open enrollment is \$ 5,706,100. The expected transferred funds for each open enrollee for 2014-15 school year is \$ 6,635.

	Open Enrollment Leavers Expense
09-10	\$ 3,959,737
10-11	\$ 5,071,592
11-12	\$ 5,532,301
12-13	\$ 6,559,583
13-14	\$ 7,167,686
14-15	\$ 8,174,320 (estimate)



Notes on Optional Attendance Zones

This report presents internal transfer figures for some students living in optional or assigned attendance zones (denoted as Zone Allied El Asg, Zone Opt Toki/Jef, etc.). The optional high school attendance zone was created many years ago to allow low-income minority students to have a choice of schools. Middle school optional attendance zones were created because some students live within walking distance of a school that is not the school they typically would attend. Students living in the Allied Assigned attendance area are assigned to one of three schools to prevent a high concentration of low-income students in a single school.

Elementary Leavers by School and External District

The table of elementary school leavers by attendance area and external district attended appears on the next page. The schools with the highest number of open enrollment exits are Glendale (99) and Leopold (97). Eighty-one of the 99 open enrollment leavers from Glendale enrolled in the McFarland School District, which is in close proximity to many parts of the Glendale attendance area. Similarly, the Leopold attendance area borders the Oregon and Verona school districts. Open enrollment, clearly, is most common for schools that are very close to other districts and represents a persistent, structural part of the open enrollment process.

The most common open enrollment destinations for elementary school leavers are McFarland (138), Monona (77), and Middleton (67). Most open enrollment leavers attend other districts in Dane County, although some choose to attend districts further away (such as Appleton and Northern Ozaukee), mainly through virtual academic programs. For the 2014-15 school year the number of open enrollment leavers attending virtual schools was 76, a decrease of 32 students from last year's number of 108.



Elementary Leavers by School and External District

Attendance Area of Residence	Non-MMSD District	McFarland	Monona	Middleton	Oregon	Verona	Wausaukee	Sun Prairie	Merrill	De Forest	Mount Horeb	N. Ozaukee	Hayward	Stoughton	Barneveld	Cambridge	Columbus	Deerfield	Pecatonica	Wisconsin Heights	Appleton	Belleville	Dodgeville	Geneva J4	Genoa City J2	Marshall	Monroe	Portage	Grand Total	
	Glendale		81	12																										
Leopold					58	18																								97
Allis		11	15																											49
Elvehjem		11	19																											39
Kennedy			12					7																						37
Huegel				10		7																								24
Hawthorne		8						7																						23
Schenk			7																											23
Chavez						15																								22
Stephens				16																										21
Gompers							10																							18
Mendota							12																							18
Falk				7																										14
Lindbergh						7																								13
Olson				7																										13
Sandburg								9																						13
Orchard Ridge																														11
Midvale																														8
Crestwood																														7
Emerson																														7
Lake View																														7
Franklin																														
Lapham																														
Lincoln																														
Lowell																														
Marquette																														
Muir																														
Randall																														
Thoreau																														
Zone Allied																														
Grand Total		138	77	67	64	57	46	44	27	21	8	8																		588

* Table is ordered from high to low horizontally and vertically on the Grand Total figures
 Suppression of values less than 6 is indicated by ---. Blank values indicate a 0.

Middle Leavers by School and External District

Attendance Area of Residence	Non-MMSD District															Grand Total
	McFarland	Monona	Middleton	Verona	Oregon	Sun Prairie	De Forest	Appleton	N.Ozaukee	Waukesha	Waunakee	Hayward	Merrill	Mount Horeb	Grantsburg	
Sennett	28	19	---	---	---	---	---	---	---	---	---	---	---	---	---	55
Toki	---	---	---	13	---	---	---	---	---	---	---	---	---	---	---	26
Cherokee	---	---	---	---	10	---	---	---	---	---	---	---	---	---	---	19
Sherman	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	18
Whitehorse	7	---	---	---	---	---	---	---	---	---	---	---	---	---	---	17
Jefferson	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	15
Black Hawk	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	11
O'Keeffe	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zone Opt Toki/Jef	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hamilton	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zone Allied Ms Asg	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Zone Opt Cher/Ham	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Grand Total	53	29	24	17	13	9	---	---	---	---	---	---	---	---	---	176

* Table is ordered from high to low horizontally and vertically on the Grand Total figures
 Suppression of values less than 6 is indicated by ---. Blank values indicate a 0.

High Leavers by School and External District

		Non-MMSD District																		Grand Total		
		Verona	Monona	Middleton	McFarland	Sun Prairie	Waunakee	Oregon	Stoughton	Grantsburg	N.Ozaukee	De Forest	Appleton	Sauk Prairie	Waukesha	Janesville	Lodi	Marshall	Merrill		Monroe	Wisconsin Heights
Attendance area of residence	Memorial	90	---	57	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	168
	La Follette	---	76	---	48	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	151
	East	---	25	---	10	15	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	70
	West	27	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	48
	Zone Opt High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Grand Total		119	106	73	71	24	10	8	---	---	---	---	---	---	---	---	---	---	---	---	---	439

* Table is ordered from high to low horizontally and vertically on the Grand Total figure
 Suppression of values less than 6 is indicated by ---. Blank values indicate a 0.



Internal Transfer Report Fall 2014

Key Findings

1. Most students attend the expected school based on where they live.
2. At the elementary school level, the percent of students living in an attendance area who choose to transfer to another MMSD school ranges from 0.3% to 34.4%.
3. The percent of middle school students transferring out ranges from 1.7% to 24.3%.
4. The percent of high school students transferring out ranges from 5.0% to 7.9%, not including alternative programs.

Methodology

This report presents data on internal transfers for 2014-15. Internal transfers are identified for this based on the attendance boundary where students live and the school they attend. Internal transfer requests are reviewed on a case-by-case basis and may be approved or denied based on the capacity of the school to accommodate the student. This report does not reflect open enrollment out of the district, which will be covered in its own distinct report.

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

Notes on Attendance Zones

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

The sum of students in the "Out of District" attendance zone does not equal the sum of open enrollment enterers presented in the Open Enrollment Report (2014-10-3) because some students may move shortly before the school year and thus not count as open enrollment enterers, and because some students attend under the "senior status rule," which means that students reaching senior status can continue going to school in the same district even if they move.

Elementary Internal Transfers

The table of elementary internal transfers appears on the next page. The percentage of students living in each attendance area who transfer out of their attendance area ranges from a low of 0.3%, at Shorewood, to a high of 34.4%, at Mendota. The second highest rate of transfers out is 30.8% (Falk). Schools with the most negative net transfers (net loss of students to internal transfer) are Mendota (-106), Falk (-70), and Leopold (-61). Schools with the highest net transfers (net gain of students to internal transfer) are Shorewood (72), Glendale (58), and Lindbergh (41). Mendota, Falk, and Leopold all had less negative net transfer this year compared to last year (Fall 2013-14 numbers: Mendota (-116), Falk (-82), and Leopold (-75)). Shorewood and Glendale also had higher net transfer compared to last year while Lindbergh's net transfer is lower (Fall 2013-14 numbers: Shorewood (64), Glendale (57), and Lindbergh (50)).



Elementary School Internal Transfers

School Attended	Attendance Area of Residence																											Total	Transfers In	Transfer In%	Net Transfer								
	Allis Elementary	Chavez Elementary	Crestwood Elementary	Elvehjem Elementary	Emerson Elementary	Falk Elementary	Franklin Elementary	Glendale Elementary	Gompers Elementary	Hawthorne Elementary	Huegel Elementary	Kennedy Elementary	Lake View Elementary	Lapham Elementary	Leopold Elementary	Lincoln Elementary	Lindbergh Elementary	Lowell Elementary	Marquette Elementary	Mendota Elementary	Midvale Elementary	Muir Elementary	Olson Elementary	Orchard Ridge Elementary	Randall Elementary	Sandburg Elementary	Schenk Elementary					Shorewood Elementary	Stephens Elementary	Thoreau Elementary	Van Hise Elementary	Zone Allied El Ag	Out of District		
Allis Elementary	413																																	8	452	39	8.6%	-20	
Chavez Elementary		565				12				16				7									10											14	642	77	12.0%	40	
Crestwood Elementary			249			7																													375	51	13.6%	36	
Elvehjem Elementary				400			8				14																								446	46	10.3%	-5	
Emerson Elementary					352															7								9						391	39	10.0%	-59		
Falk Elementary						234					13																								268	34	12.7%	-70	
Franklin Elementary							174																		176										358	8	2.2%	-11	
Glendale Elementary	13			18				330			26																	7						12	435	105	24.1%	58	
Gompers Elementary									220								9			18															255	35	13.7%	20	
Hawthorne Elementary					10					306							7									7									352	46	13.1%	1	
Huegel Elementary						13					401														9										449	48	10.7%	-31	
Kennedy Elementary				13								481																16							546	65	11.9%	-8	
Lake View Elementary					18								217				7						18												277	60	21.7%	26	
Lapham Elementary														79																					215	19	8.8%	3	
Leopold Elementary		8														628	7																		676	48	7.1%	-61	
Lincoln Elementary										7					10	212						109													371	50	13.5%	12	
Lindbergh Elementary																	147			56															218	71	32.6%	41	
Lowell Elementary																		291																	326	35	10.7%	-1	
Marquette Elementary					7									69				9	97	9															218	52	23.9%	38	
Mendota Elementary					7															261															292	31	10.6%	-106	
Midvale Elementary										7						253						157													441	31	7.0%	-18	
Muir Elementary						15					9				10								330												391	61	15.6%	36	
Nuestro Mundo Elementary	219			8	7			13				9																						20	312	93	29.8%		
Olson Elementary		7				13										21								375											433	58	13.4%	23	
Orchard Ridge Elementary						14				7															266										8	318	52	16.4%	7
Randall Elementary							152																		10										389	34	8.7%	19	
Sandburg Elementary										10																								8	404	43	10.6%	15	
Schenk Elementary					11																														422	48	11.4%	-25	
Shorewood Elementary																																			432	73	16.9%	72	
Stephens Elementary						7																													513	59	11.5%	35	
Thoreau Elementary														16																					430	42	9.8%	0	
Van Hise Elementary																																			414	38	9.2%	14	
Total	691	602	264	451	450	338	345	377	235	351	480	554	251	164	737	503	177	327	228	398	315	355	410	311	394	389	447	360	359	418	400	224	156	12461					
Transfers Out	59	37	15	51	98	104	19	47	15	45	79	73	34	16	109	38	30	36	14	137	49	25	35	45	15	28	73	1	24	42	24	18							
Transfer Out %	8.5%	6.1%	5.7%	11.3%	21.8%	30.8%	5.5%	12.5%	6.4%	12.8%	16.5%	13.2%	13.5%	9.8%	14.8%	7.6%	16.9%	11.0%	6.1%	34.4%	15.6%	7.0%	8.5%	14.5%	3.8%	7.2%	16.3%	0.3%	6.7%	10.0%	6.0%	8.0%							



Middle School Internal Transfers

School Attended	Attendance Area of Residence													Total	Transfers In	Transfer In %	Net Transfer
	Black Hawk Middle	Cherokee Middle	Hamilton Middle	Jefferson Middle	O'Keeffe Middle	Sennett Middle	Sherman Middle	Toki Middle	Whitehorse Middle	Zone Allied Ms Asg	Zone Opt Cherr/Ham	Zone Opt Toki/Jef	Out of District				
Badger Rock Middle	--	11		--	--	60	--	--	--			--	--	84	N/A	N/A	N/A
Black Hawk Middle	356				--	--	13		--	--			--	381	25	6.6%	-17
Cherokee Middle	--	417	--	--	--	--	--	17		7	--	--	8	470	44	9.4%	-38
Hamilton Middle	--	22	733	15	--	--	7	9	--	--	40	--	9	851	78	9.2%	65
Jefferson Middle		12	--	352			--	30		33		94	11	542	63	11.6%	30
O'Keeffe Middle	7	--	--	--	376	--	50	--	12				8	467	91	19.5%	55
Sennett Middle	--	20		--	10	524	11	--	29	--		--	11	622	98	15.8%	-12
Sherman Middle	19	--	--	--	13	--	361	--	14				--	420	59	14.0%	-57
Spring Harbor Middle	--	--	--	100				130	--	--		15	--	259	N/A	N/A	N/A
Toki Middle		9	--	12	--	--	--	480		14	--	16	--	544	34	6.3%	-28
Whitehorse Middle	--	--			--	19	20	--	402			--	7	460	58	12.6%	49
Wright Middle		204	23		--	7	--	11		--	--			255	N/A	N/A	N/A
Innovative & Alternative	--	--			--	--	--	--				--		13	N/A	N/A	N/A
Total	404	704	769	485	413	636	478	690	464	68	47	138	72	5368			
Transfers Out	42	82	13	33	36	110	116	79	62	9	5	12					
Transfer Out %	10.4%	11.6%	1.7%	6.8%	8.7%	17.3%	24.3%	11.4%	13.4%	13.2%	10.6%	8.7%					



High School Internal Transfers

Attendance Area of Residence		East High	La Follette High	Memorial High	West High	Zone Opt High School	Out of District	Total	Transfers In (not counting Zone Opt)	Transfers In (counting Zone Opt)	Transfer In % (not counting Zone Opt)	Transfer In % (counting Zone Opt)
School Attended	East High	1446	78	14	17	12	26	1593	135	147	519.2%	565.4%
	La Follette High	87	1264	17	22	33	31	1454	157	190	506.5%	612.9%
	Memorial High	19	11	1760	50	27	54	1921	134	161	248.1%	298.1%
	West High	28	27	107	1621	248	35	2066	197	445	562.9%	1271.4%
	Innovative & Alt High	85	67	63	49	35	8	307				
	Shabazz High	52	15	15	17	--	7	109				
Total		1717	1462	1976	1776	358	161	7450				
Transfers Out (not incl. Alternatives)		134	116	138	89							
Transfers Out (incl. Alternatives)		271	198	216	155							
Transfer Out % (not incl. Alternatives)		7.8%	7.9%	7.0%	5.0%							
Transfer Out % (incl. Alternatives)		15.8%	13.5%	10.9%	8.7%							

Addendum: The Impact of 2014-15 Changes in Internal Transfer Practice

Key Findings

1. Recent changes in internal transfer practice in MMSD had and are likely to have only a marginal effect on easing capacity concerns at crowded schools; therefore, we recommend developing a new internal transfer policy.
2. Any changes in practice or policy that do not address the automatic acceptance of internal transfers for students moving to another attendance area but wishing to attend their former school will have minimal impact, as most transfers granted in grades 1-12 are because of moves.
3. The impact of changes in internal transfer policy or practice is likely to be relatively small at first but more obvious over time, as most students transferring internally have done so for years while policy and practice changes are likely to affect only new internal transfer applicants, a small share of internal transfers overall.

Data in this addendum reflects new internal transfers for 2014-15. The data was gathered on October 15th and reflects a snapshot in time for a transfer process that is continually being applied. Therefore, this data is not a final description of fall 2014 transfers, but instead transfers up to October 15th. The number of Kindergarten transfers approved due to a move is much lower than in other grades because MMSD students do not have an assigned attendance area as 4K students. Therefore a Kindergartener would have a transfer approved due to a move only if they moved after the beginning of the school year and had the transfer approved before October 15th. The number of transfers approved due to a sibling is most likely closely related to a sibling having a transfer approved due to a move; however, historical data for approved transfers by reason are not currently available so that this cannot be verified for this year's data. Transfer requests due to a move are universally approved per current Board policy and most requests due to a sibling are approved; as a result, the majority of transfer requests from the 1st through 12th grade are almost always approved.

Fall 2014 New Internal Transfers Districtwide - Percent

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Move	1%	51%	58%	65%	62%	73%	65%	83%	92%	19%	62%	60%	79%	47%
Sibling	35%	4%	0%	0%	3%	2%	15%	0%	0%	7%	5%	4%	0%	10%
Staff	10%	0%	3%	6%	3%	0%	0%	0%	0%	2%	0%	4%	0%	3%
Other	55%	44%	39%	30%	32%	25%	20%	17%	8%	73%	33%	32%	21%	39%
Total #	113	45	59	54	37	51	20	24	24	59	21	25	19	552

Starting with the 2014-15 school year, MMSD adopted a change in practice regarding denial of internal transfers. In past years, internal transfers were denied at buildings above 100% of capacity when there was no room in the grade/section needed. For 2014-15, that cutoff changed from 100% to 95%. Internal transfers due to moves were still approved automatically. The data above shows that a practice change like that made this year is likely to make only a small impact on crowded schools because a large majority of internal transfers approved are due to students moving, particularly at the middle school level. Specifically 60% of approved transfers from grades 1st through 12th were due to a move and 80% of approved transfers at the middle school level. To affect real change in internal transfers and their effect on crowded schools, a new internal transfer policy under which students moving to another attendance area can no longer automatically attend their old school (instead having to apply to do so) is likely to have a stronger impact.

Internal Transfers at Schools in Proposed Short-Range Facilities Plan

The short-range term facilities plan includes additions and renovations designed to increase space at five MMSD buildings: Hawthorne Elementary, Kennedy Elementary, Midvale Elementary, Sandburg Elementary, and Van Hise Elementary/Hamilton Middle.

It is important to note that the short-range facilities plan is not yet approved; as such, the included information is hypothetical and based on the plan as currently defined.



According to the short-range facilities plan these schools will be gaining the following number of additional classrooms, either due to an expansion or a renovation of existing space:

- Hawthorne: four additional classrooms
- Kennedy: four additional classrooms
- Midvale: five additional classrooms
- Sandburg: six additional classrooms
- Van Hise: three additional classrooms
- Hamilton Middle: four additional classrooms

These schools have persistently been higher than the ideal operating capacity of 90%. The changes in practice mentioned earlier in this addendum were expected to decrease the number of transfers in and net transfers at each of these schools. However, the number of transfers actually increased at Kennedy Elementary, Sandburg Elementary, and Hamilton Middle, although overall enrollment at Kennedy also decreased by 27, mitigating the impact of the seven additional transfers in. In addition, net transfers increased at Hawthorne Elementary, Kennedy Elementary, Sandburg Elementary, and Hamilton Middle, indicating that these changes in practice did not produce the desired result. The table below shows greater detail on internal transfers for these schools:

	Enrollment			Transfers In		Net Transfers		Denials (new applicants only)*	
	2014-15 Capacity	2014-15 Enrollment	Change from 2013-14	2014-15 Transfers In	Change from 2013-14	2014-15 Net Transfers	Change from 2013-14	2014-15 Denials	Percent Denied
<i>Elementary schools</i>									
Hawthorne Elementary	99%	352	-23	46	-5	1	4	5	36%
Kennedy Elementary	98%	546	-27	65	7	-8	4	14	52%
Midvale Elementary	104%	441	-4	31	-10	-18	-5	9	82%
Sandburg Elementary	103%	404	23	43	1	15	13	4	29%
Van Hise Elementary	103%	414	16	38	-2	14	-3	38	95%
<i>Middle schools</i>									
Hamilton Middle	110%	851	57	78	7	65	14	19	90%

** information on the original reason for requests that were denied was not included in available data; however, these requests originated as either a move, sibling, or staff requests.

Conclusion

Why did the change in practice appear to have such a minimal impact on enrollment overall? As stated earlier, the majority of new approved internal transfers are due to moves, and requests of this nature were approved automatically per current Board policy. The fact that the majority of approved transfer requests were automatically approved or approved without strictly adhering to the 95% capacity practice made controlling the number of transfers more difficult. Policy or practice changes that do not address students moving from one attendance area to another but wanting to stay at their former school will have an effect only on the margins and likely will have little impact on crowding, particularly at the middle school level.

The impact of changes in internal transfer policy is likely to be relatively small at first but more obvious over time. In MMSD, the vast majority of students attending a school outside of the attendance area in which they live had also done so in previous years. Because policy changes are likely to affect only new internal transfer applications, any large-scale changes in internal transfer patterns likely will not emerge for some time post-adoption.

Finally, internal transfer policy changes are unlikely to have such a magnitude of impact that the proposed additions in the draft MMSD short-term facilities plan are unnecessary. Changes in enrollment due to internal transfers are much smaller than the natural fluctuations in enrollment observed across MMSD from year to year, so it is unrealistic to suggest that internal transfer management alone will alleviate capacity issues in the long term. The combination of enrollment management through policy changes and facilities additions offers the most comprehensive and effective way to alleviate crowding in the MMSD schools with high enrollment relative to calculated capacity.