

TO: Board of Directors
FROM: Liz Jamieson, Director of Capital Projects
SUBJECT: Facilities Master Plan 2022-2027
DATE: October 18, 2022
TYPE: Action Needed

Board Policy 6900, Facilities Planning recognizes that the physical environment provided by our district facilities affects the quality of learning and teaching for our students and staff. In order to support the educational goals of the district, the board directs that a Facilities Master Plan be developed to *“allow for efficient management of the district’s present and future facilities needs”*. The Facilities Master Plan has been completed and reviewed and is now ready for board acceptance.

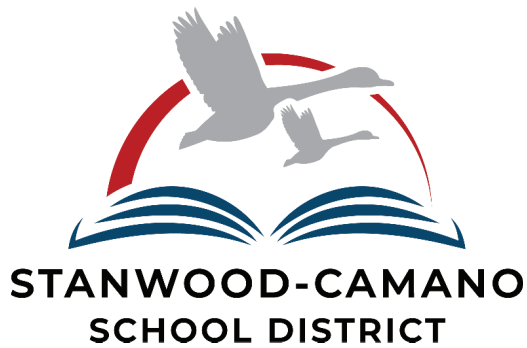
Recommendation:

We recommend the board **move to approve the Facilities Master Plan as presented.**



Stanwood-Camano School District #401
Facilities Master Plan

2022



Stanwood-Camano School District #401

BOARD OF DIRECTORS

Albert Schreiber

Director District 1

Charlotte Murry

Director District 2

Miranda Evans

Director District 3

Ken Christoferson

Director District 4

Natalie Hagglund

Director at Large

SUPERINTENDENT

Dr. Deborah Rumbaugh

“Empowered to Learn”

The Stanwood-Camano School District does not discriminate in employment, programs, or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/Affirmative Action Officer and Civil Rights Compliance Coordinator, Maurene Stanton (mstanton@stanwood.wednet.edu), or the Section 504/American Disabilities Act Coordinator, Robert Hascall (rhascall@stanwood.wednet.edu) Stanwood-Camano School District, 26920 Pioneer Hwy, Stanwood, WA 98292. Telephone: (360) 629-1200.

El Distrito Escolar de Stanwood-Camano School District no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Título IX / Oficial de Acción Afirmativa y Coordinador de Cumplimiento de Derechos Civiles, Maurene Stanton (mstanton@stanwood.wednet.edu), o la Sección 504 / Coordinador de la Ley de Discapacidades Estadounidenses, Robert Hascall (rhascall@stanwood.wednet.edu), Distrito Escolar Stanwood-Camano, 26920 Pioneer Hwy, Stanwood, WA 98292. Teléfono: (360) 629-1200.

TABLE OF CONTENTS

- Introduction..... 3**
 - Report Purpose..... 5
 - Report Process 5

- District Facts 7**
 - Overview 9
 - Students 13

- Programs and Standards 17**
 - Strategic Planning..... 19
 - Programs 20
 - Educational Program Standards 21

- Facilities Inventory..... 23**
 - Elementary Schools..... 24
 - Middle Schools 44
 - High School and Alternative Program Facilities..... 52
 - Support Facilities 61
 - Land 63

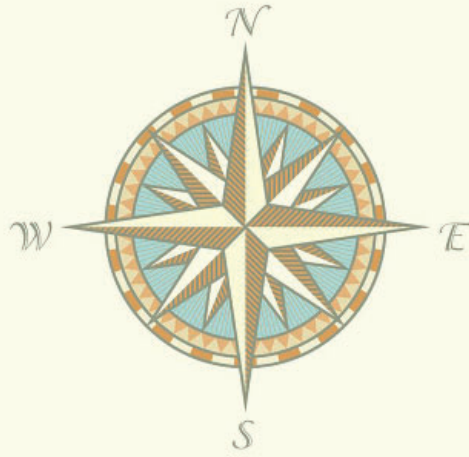
- Student Enrollment Trends and Projections 69**
 - Projected Growth 71

- Facility Needs 77**
 - Current Facility Needs 79
 - Project Financing Options..... 83

- Summary 85**

- Appendices 89**
 - Appendix A : Enrollment Trends and Projections Report 91

Introduction



Report Purpose

It is the commitment of the Stanwood-Camano School District Board of Directors, administrators, teachers and staff, that all of our students will feel safe, cared for, and respected. The District will help prepare them to achieve fulfilling and productive lives, and provide them with the skills to open the doors to their futures. In support of fulfilling this commitment, a Facilities Master Plan is to be developed. The purpose of this report is to provide a broad picture of District facilities and land assets, building condition and future facility needs, as well as an overview of financing opportunities associated with implementation of facility improvements. The report will be available to the Board of Directors, District administrators and staff, and the communities we serve. It can be used as a guide for decision making within the District and for larger conversations with the community around future District planning. Planning is an essential part of insuring that our District remains at the forefront of providing excellent learning environments in support of the District's promise that *“Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.”*

Report Process

The Facilities Master Plan (FMP) document follows a format similar to the 2008-2013 Capital Facilities Plan (most recent version) in order to enable data comparison between documents. However, this report is intended to cover areas of importance not included in our previous plans and will provide useful background when discussing the District's future needs and goals. The report includes:

- An overview of the Stanwood-Camano School District
- A current assessment of District facilities, building and site condition, including a safety overview
- Research data on population growth and density projections, their effect on school

enrollments, and subsequent capacity needs

- An overview of possible financing options for future capital projects

Enrollment and growth projections are provided by Educational Data Solutions. Existing building and site information is gathered from record drawings, reports from the Office of the Superintendent of Public Instruction, and through on-site observation of each facility.

District Facts



Overview

The Stanwood-Camano School District currently serves approximately 4,700 students from pre-kindergarten through grade 12, with additional support for students aged 18-21 who are no longer eligible to attend high school programs. The District employs close to 700 people and is the largest employer in the immediate area. Students in the Stanwood-Camano School District are able to utilize a variety of resources for learning through numerous program options and enrichment opportunities. The District offers traditional K-12 in-person teaching, on-line courses, home school support, and alternative in-person programs in the following facilities:

- Five Elementary Schools for grades K-5
- Two Middle Schools for grades 6-8
- One High School for grades 9-12
- Church Creek Campus contains three programs: Lincoln Hill High School, grades 9-12; Lincoln Academy, grades 7 & 8; Saratoga School/Parent Partnership support for parents as the primary teachers of their students.
- Transitions, special needs students ages 18-21, located on the SMS campus in former District Office building and an additional adjacent portable

Geographically, the Stanwood-Camano School District covers the Camano Island portion of Island County and the northwest portion of Snohomish County, bordering on the Skagit County line to the north and sharing boundaries with Arlington, Lakewood, and Marysville School Districts to the south and east. The areas served by the Stanwood-Camano School District include the City of Stanwood, Camano Island, and the communities of Warm Beach, Cedarhome, Florence and Norman in unincorporated Snohomish County. The District has seen steady population growth and a boom of single family residential construction in the past eight

years. All of this new housing brings families and students to our District. Island County growth between 2001 and 2020 was just under 10 percent, however this number includes part time residents who have summer homes on the island. The average age of Camano Island residents is 54.8¹. The Snohomish County 2020 Growth Report shows that between the years 2000 and 2020 the population of Unincorporated Snohomish County grew by 78,000 people. The City of Stanwood population for 2020 was 7,125 people, up from 3,923 residents in 2000², an increase in population of 82 percent. This data supports the observable evidence as single family housing developments have continued to spring up within District boundaries. The longest and most time consuming bus routes are to the middle and high schools from south Camano Island and Warm Beach, but there are also elementary routes to and from Warm Beach that can reach an hour in duration for some students.

1 US Census Bureau, 2020 American Community Survey 5-Year Estimates

2 Snohomish County Tomorrow 2020 Growth Monitoring Report

District Map



Clean Buildings Law

In 2020 Washington State passed clean building legislation that requires all existing buildings of a certain square footage to reduce their consumption of fossil fuels and meet a State Energy Performance Standard. This mandate is applied in stepped increments determined by building square footage. Buildings over 220,000 square feet must begin reporting on June 1, 2026. Buildings between 90,000 square feet and 220,000 square feet begin reporting on June 1, 2027, and buildings between 50,000 square feet and 90,000 square feet are required to begin reporting on June 1, 2028. It is anticipated that in the next ten years all buildings over 20,000 square feet will be affected by this law. The law requires energy reporting utilizing Energy Star, a program run by the U.S. Environmental Protection Agency and U.S. Department of Energy that allows users to automatically input energy use information and evaluate targets and compliance for individual buildings. Each building owner is required to have an Energy Team, Operations and Maintenance Protocol documents and Opportunity Rosters which are intended to help guide energy savings. The known buildings that this will apply to in the Stanwood-Camano School District are as follows:

- Square footage over 220,000: Stanwood High School
- Square footage between 90,000 and 220,000: Stanwood Middle School
- Square footage between 50,000 and 90,000: Port Susan Middle School; Stanwood Elementary School

The District will be required to track and report energy use for these buildings, and in cases where use is not meeting a set target, utilize District resources to reduce the energy footprint. The law will have an affect on even the newer buildings (SHS, CCC) which were designed using recent energy codes and are very efficient. All District buildings over 20,000 square feet will eventually be affected by this law, and it should be anticipated that older buildings will need to be evaluated for possible improvements in efficiency. This could include window replacements, equipment upgrades, additional insulation and other energy saving measures.

Area Geology

The Washington State Department of Natural Resources (DNR) Geology Portal provides hazard information maps of the state. The largest geologic threat to the Stanwood-Camano School District is the likelihood of very strong shaking from a seismic event. All of our District schools would be affected by this to varying degrees, depending on the size of the event, and the location and age of building. In a recent DNR study on the condition of Washington schools and their ability to withstand a significant earthquake, a team of engineers provided a high level review of three of our District's buildings - Stanwood Middle School, Stanwood Elementary, and Twin City Elementary. Twin City Elementary is the only one of the three that hasn't had seismic upgrades. The recommendation of the study was to invest in further evaluation of the buildings for seismic stability. Other hazards that are found in the District are lahar (volcanic mud flow), and the liquefaction tendency of soils from earthquake ground movement. The tsunami maps were recently revised and no longer include any District buildings.



Students

District Demographics

The Washington State Office of the Superintendent of Public Instruction data shows that for the 2020-21 school year the District had an enrollment of 4,647 students. The District remains predominately White at 78.4 percent¹ of the student population, slightly higher than Snohomish County general population overall, which is 75.4 percent White² and lower than Island County, which is 85.2 percent White³, and, more specifically, Camano Island general population at 96 percent White⁴.

Historically, the number of students eligible for free and reduced meals has been approximately 30 percent, with rates varying between schools as shown below⁵.

- Cedarhome Elementary: 27.4 percent
- Elger Bay Elementary: 33.5 percent
- Stanwood Elementary: 33.3 percent
- Twin City Elementary: 31.2 percent
- Utsalady Elementary: 24.8 percent
- Port Susan Middle: 32.5 percent
- Stanwood Middle: 33.3 percent
- Lincoln Academy: 58.9 percent
- Stanwood High: 27.1 percent
- Lincoln Hill: 43.3 percent
- Saratoga: 22.1 percent
- Open Doors: 45.5 percent

1 <https://washingtonstaterreportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100250>

2 U.S. Census, 2019

3 [census.gov/quickfacts/fact/table/islandcountywashington,WA/PST045219](https://www.census.gov/quickfacts/fact/table/islandcountywashington,WA/PST045219)

4 [data.census.gov/cedsci/table?q=Camano percent20Island, percent20WA&tid=ACSDP5Y2019.DP05](https://data.census.gov/cedsci/table?q=Camano%20percent20Island,%20percent20WA&tid=ACSDP5Y2019.DP05)

5 Stanwood-Camano School District Food Services data 10/31/2021

Student Demographics (OSPI September 2022)

Stanwood-Camano School District 2021-22

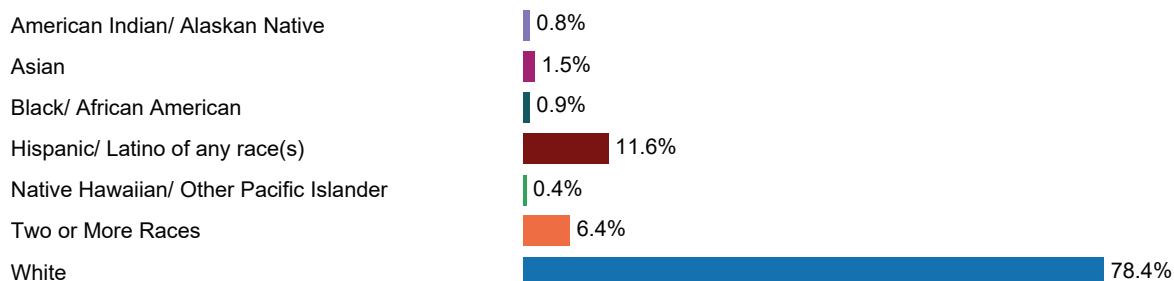
Total Student Enrollment

4,656

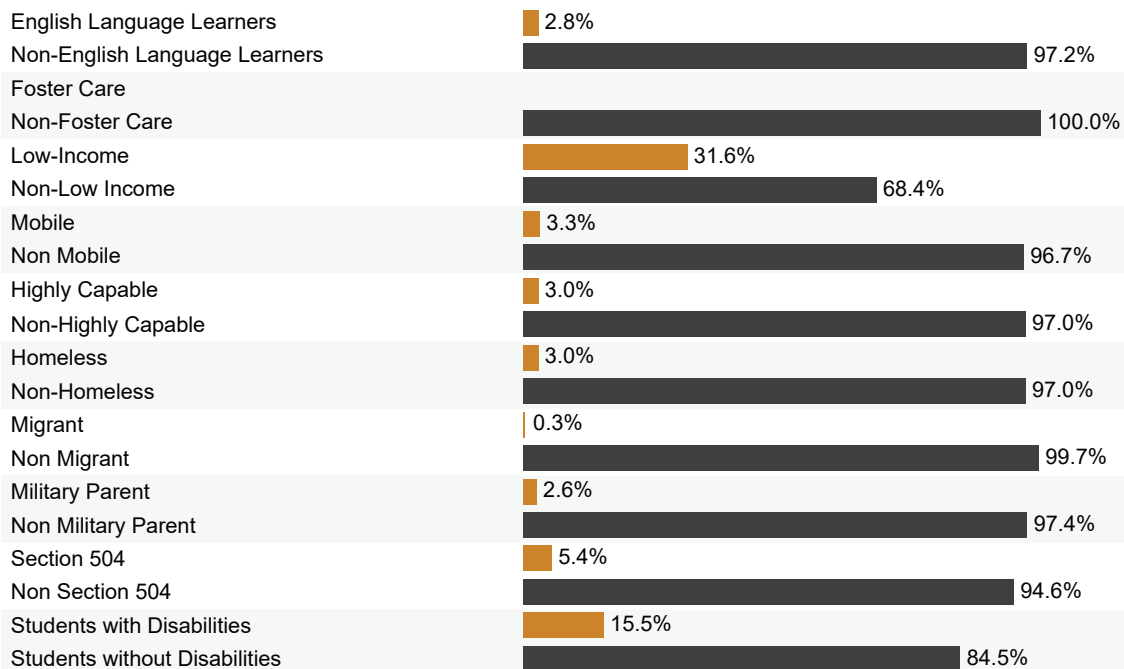
Gender



Race/Ethnicity



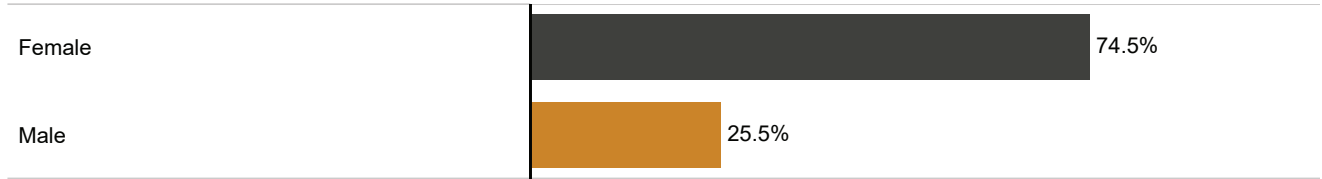
Program and Characteristic



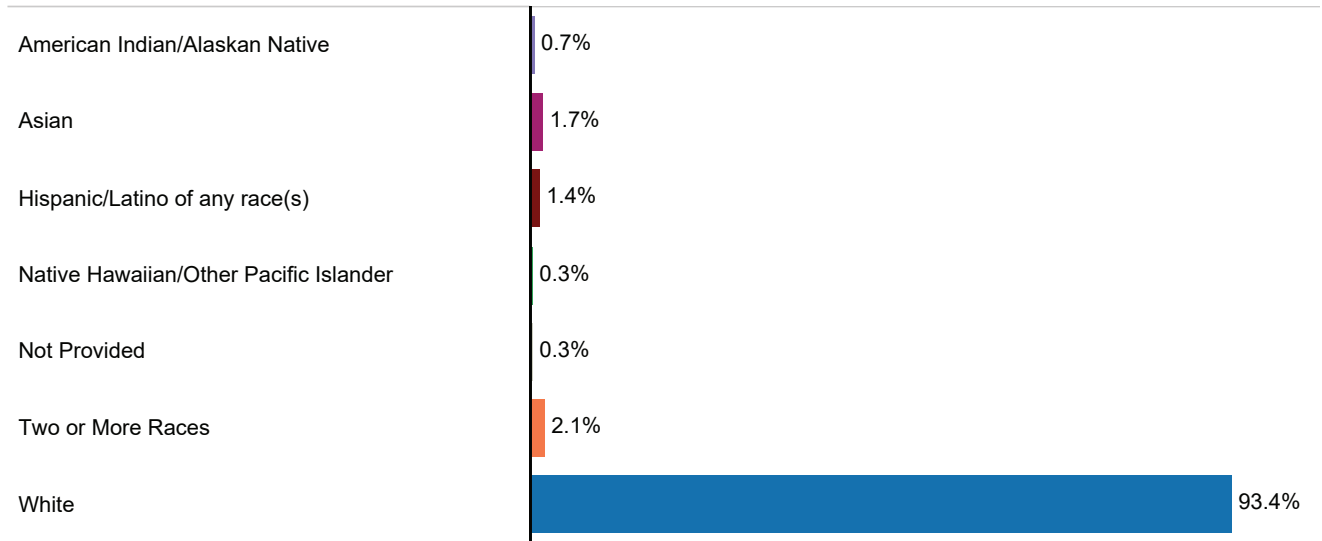
Teacher Demographics (OSPI September 2022)

Stanwood-Camano School District 2020-21

Gender



Federal Race/Ethnicity





Washington State Summary

Stanwood-Camano School District

26920 Pioneer Highway
Stanwood, WA 98292-9548

360-629-1200

Enrollment

2021-22 school year

4,655



2.8% | 31.6%

English Learners | Low Income

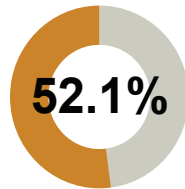
Student Performance

How are we doing getting students to their learning goals?

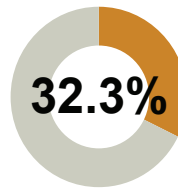
Fall 2021



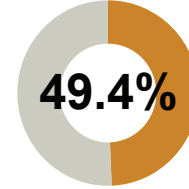
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



86.1%

Have Regular Attendance

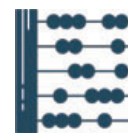
2020-21 school year



37%

Have High English Language Arts Growth

2018-19 school year



37%

Have High Math Growth

2018-19 school year

About Our Teachers and Classrooms

2020-21 school year



286

Number of Teachers

71.0%

Have Master's Degree or Higher

16.4

Average Years Experience



Average Class Size

Finances

2019-20 school year

Instructional Costs:

\$11,150



Non-Instructional Costs

\$3,238

Some data is suppressed to protect student privacy and will be represented by N<10, blank fields indicate no data was submitted to OSPI for this district or school. To see more, visit <https://washingtontatereportcard.ospi.k12.wa.us/>
If you have questions or comments, contact ReportCardRedesign@k12.wa.us



Programs and Standards



Strategic Planning

Strategic Planning is a vital exercise that districts undertake to guide them into the future of educating and caring for their students. It is a process that looks to build upon existing knowledge, bring in new ideas, and work effectively within the dynamic culture of teaching and learning. Inasmuch as school districts are tasked with providing for the physical and emotional safety, as well as the equitable and well-rounded education of all students, the Strategic Plan serves as a framework around which these objectives are set and realized.

The Strategic Plan for the Stanwood-Camano School District is based on four major goals. These are:

- Goal 1: Foundational Early Learning for Every Student
- Goal 2: Responsible, Engaged Critical Thinkers
- Goal 3: Continuous Opportunity, Growth & Achievement for Every Student
- Goal 4: Future-Ready Graduates

School facilities are an essential component in supporting this work. The built environment affects one's ability to teach and learn in ways that can be seen, such as a daylit classroom, or a well appointed wood shop or science lab. This support also comes in ways unseen, like a warm room in winter, or a roof that does not leak.

Considering physical accessibility and accommodation is part of making buildings functional and welcoming for all users. Facilities can invite collaboration with the community by providing space and access. Bringing others in to share the buildings they fund enhances that feeling of ownership and creates an understanding that these facilities are assets that benefit our neighbors of all ages.

As with the Strategic Plan, continuous improvement and research on best practices are guiding principles in the constantly evolving areas of building design and building maintenance.

Programs

The programs offered in the Stanwood-Camano School District serve to support our students using the goals and guidelines laid out in the District's Strategic Plan. These programs in concert are intended to provide broad-based learning opportunities for all students. The District will graduate students who are ready to thrive in the next phase of their lives, whether they are college bound or moving into the skilled trades. There are programs at K-12 grade levels and beyond that support student needs and aspirations. Examples of the District's programs are:

- Developmental Pre-School (ages 3+ at Stanwood Elementary)
- Special Education
- ESL
- Chapter I/LAP
- Career and Technical Education (CTE)
- Music
- Art
- Alternative Education
- Gifted Program
- Athletics
- Online Learning
- Substance Abuse Program
- Transitions
- Open Doors Youth Re-Engagement (at CCC)

These programs can be found at schools throughout the District. Some programs can be accommodated in a typical classroom, while others require specialized spaces and furnishings that are unique to the building and the goals of the program. For instance, CTE attracts 1,500 students at the middle and high school levels annually. Some of the CTE offerings are: sports medicine, culinary arts, business and marketing, wood and metal shops, mechanics, robotics, computer aided drafting and design, horticulture, and animal sciences. These are 'hands on' courses that are supported by special classrooms, furnishing and equipment, technology, and associated indoor and outdoor support spaces. Athletics provides after school sports to over 700 students each school year who use existing District fields and gymnasiums. Many sports require additional site and storage provisions, typically shipping containers and portable toilets. This is also true of non-district programs which share our facilities.

Special Services learning spaces are also unique, with additional requirements related to safety, accessibility, learning styles and physical needs. Staff to student ratios are higher than in general

education classrooms. Room capacity for these programs reflects this.

The District recognizes the importance of early education and is in the process of enhancing pre-school and kindergarten-ready services, which also impacts building capacity.

Educational Program Standards

Elementary School

Per District standards, optimum design capacity for new elementary schools is 500 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

- Class size for Kindergarten should not exceed 19 students
- Class size for grade 1 should not exceed 20 students
- Class size for grades 2-3 should not exceed 21 students
- Class size for grades 4-5 should not exceed 25 students
- Special Education services for students may be provided in a self-contained classroom
- Special Education class size should generally not exceed 10 students

Middle and High School

Per District standards, optimum design capacity for new middle schools is 675 students, and optimum design capacity for new high schools is 1,200 students. However, actual capacity of individual schools may vary depending on programs offered and classroom use for teacher planning time. Special education for students will be provided in main-streamed settings as well as self-contained classrooms. Identified students will also be provided other non-traditional educational opportunities in classrooms designated for additional support. Occupant count in these classrooms will vary depending on program goals.

- Class size for grade 6 should not exceed 27 students
- Class size for grades 7-12 should not exceed 28 students
- Maximum dedicated Special Education classroom size at middle and high schools is 10
- Program specific classrooms will be provided (i.e. science, music, drama, art, home economics/culinary arts, physical education, and shops)

Building Capacity

Building capacities have been calculated using the maximum desired classroom sizes per the Stanwood-Camano Education Association Collective Bargaining Agreement. Class sizes are also reflective of size needed to support the District's educational programs and goals. As buildings add services and programs at different grade levels, or these programs relocate between schools, capacity can either increase or decrease. Existing room use was observed at all schools in the District, including general and special education classrooms, labs, and student support spaces. For purposes of assigning building capacity, the assumption is that grades will be evenly distributed among available classrooms, though this distribution will vary school-by-school and year-by-year.

Building capacity at elementary schools assumes a 100 percent classroom utilization rate, with students assigned to one classroom all day, and traveling to specialty support/enrichment spaces as scheduled. These spaces are not counted in capacity. Middle and high school classrooms, labs, music, computer and similar rooms are counted in the capacity calculation as students are no longer assigned to one teacher at these grade levels. As a result of student schedules and movement between classes during a typical day, as well as the need for specialized rooms and teacher planning space, it is not possible to achieve 100 percent utilization of all regular teaching stations throughout the day. Therefore, school capacity for middle and high schools have been adjusted by applying a utilization factor of 85 percent to reflect actual building capacity with greater accuracy.

Portables are not included in the capacity calculation. The addition of portables as housing for students in over-capacity schools is a way of managing increased student counts, but should not be considered a permanent solution to District growth.

Facilities Inventory

Elementary Schools



CEDARHOME ELEMENTARY

Address:	27911 68th Ave. NW	Portables:	9 Single
Year Built:	1998	Classrooms:	19
		Support Rooms:	2
Property Acreage:	18.7	Building Capacity:	432
Building SF:	48,967 Gross	2021-2022 Enrollment:	562
Addition Feasible:	Yes	2027 Projected Enrollment:	632

Cedarhome Elementary School (CES) has 19 general education classrooms, two support classrooms, and nine portable classrooms. Kindergarten through 3rd grade are housed in the main building and 4th and 5th grades are in portables. There is sufficient site area to add to the building, but the existing layout makes this option costly and not ideal for functionality. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

The building is currently over capacity by approximately 130 students who are currently housed in portables. It is anticipated this number will increase by another 70 students by 2027.

BUILDING CONDITION

The building has been well maintained and is in good shape for a building of its age. The fire alarm system was replaced in 2019 and exterior painting was done in 2017. Deficiencies are:

- Roof and gutters require replacement in the next 3-5 years
- Vinyl Composition Tile (VCT) is failing throughout the building. This is not a safety

issue at this time

- Degradation of dry sprinkler system piping
- Intercom/PA head end was replaced, but has remaining issues with audio legibility and consistent performance. System is outdated
- Boilers are at the end of their useful lives and need to be replaced
- Cracks in the masonry at the covered play

SITE CONDITION

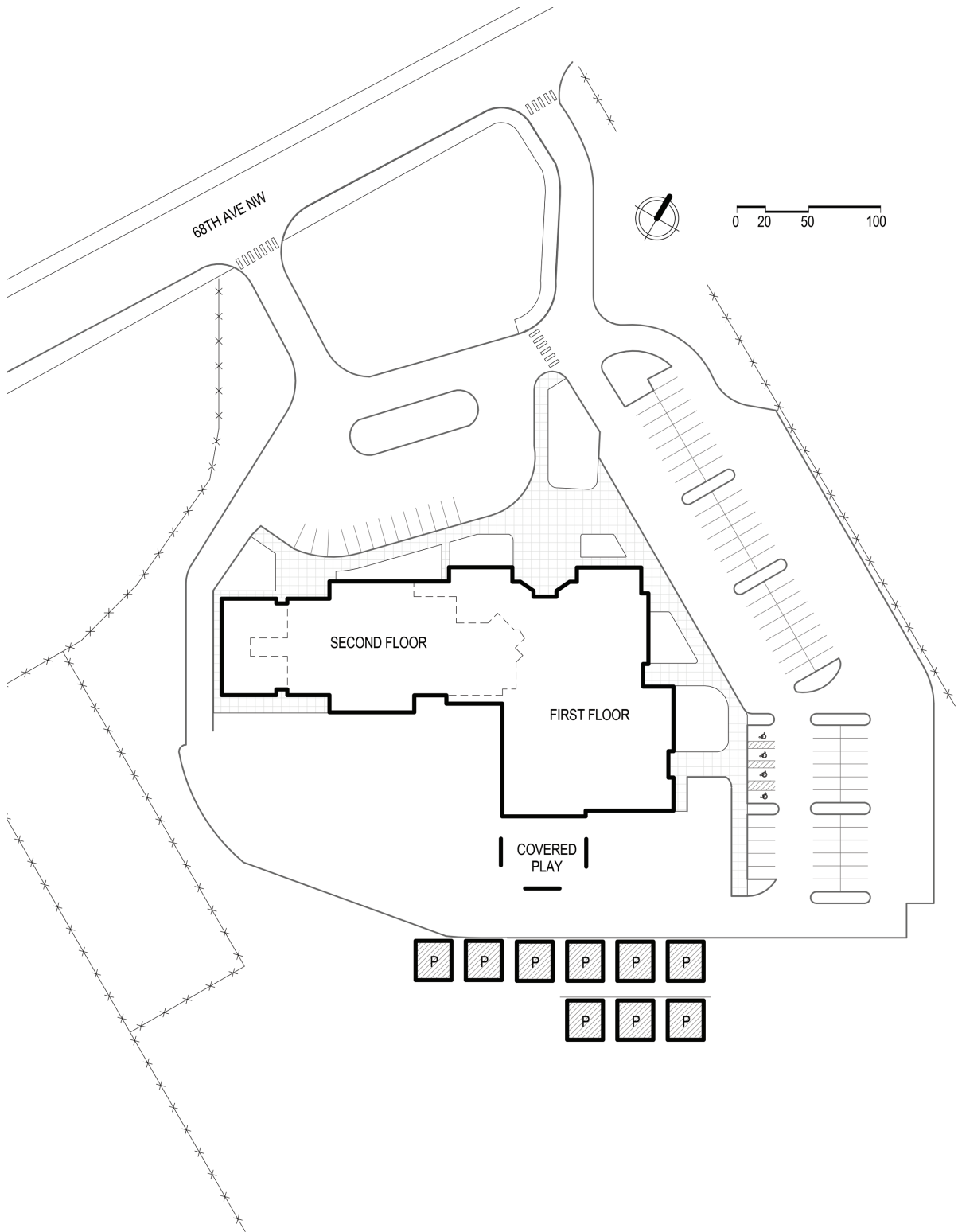
A new structured playground was installed in 2020. Some site deficiencies are:

- Parking lot has been repaired in places, but needs additional patching. The north lot in particular has deterioration caused by poor drainage in adjacent grass area
- Parent pickup often blocks the intersection at 280th St NW and 68th Ave NW
- The site is not fully fenced

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in. The playground entry also has a card reader, but is not for public use.

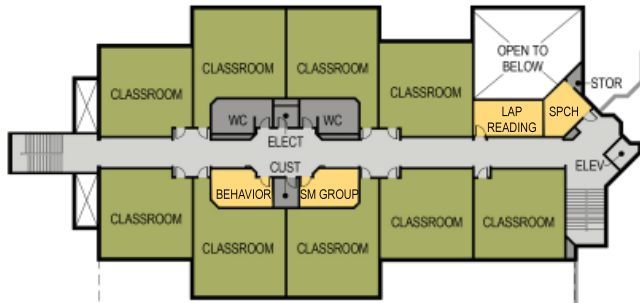
- There is visibility from the main office to the main entry and parking area
- The building is fully sprinklered
- The region is susceptible to earthquakes. The building is a two-story reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake damage/hazard level is low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard



CEDARHOME ELEMENTARY SITE PLAN

CEDARHOME ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOM : 19
- SPECIAL EDUCATION CLASSROOM : 1
- ARTS & MUSIC : 1
- LIBRARY
- TECHNOLOGY : 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA : 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT



0 10 25 50

SECOND FLOOR PLAN



FIRST FLOOR PLAN



ELGER BAY ELEMENTARY (CAMANO ISLAND)

Address:	1812 Elger Bay Rd	Portables:	2 Single
Year Built:	2000	Classrooms:	17
		Support Rooms:	2
Property Acreage:	20	Building Capacity:	413
Building SF:	49,693 Gross	2021-2022 Enrollment:	335
Addition Feasible:	Yes	2027 Projected Enrollment:	385

Elger Bay Elementary School (EBE) has 17 classrooms in use for K-5, and two portables on site, one in use as storage. The computer lab has been assigned for use as a Title I instructional space. The school has public power and community water service, but not natural gas or sanitary sewer. On site storage of LP gas is utilized for boilers, and sanitary is provided by an on-site septic system.

BUILDING CONDITION

The building has been well maintained and is in good condition for its age. Exterior painting of metal surfaces was completed in 2017. Deficiencies are:

- The building will need a new roof in the next 5-8 years
- Deterioration of dry sprinkler piping affecting functionality
- Boilers need replacing
- Many of the window blinds are worn or broken
- Some flooring is showing signs of distress from slab settlement and cracking

SITE CONDITION

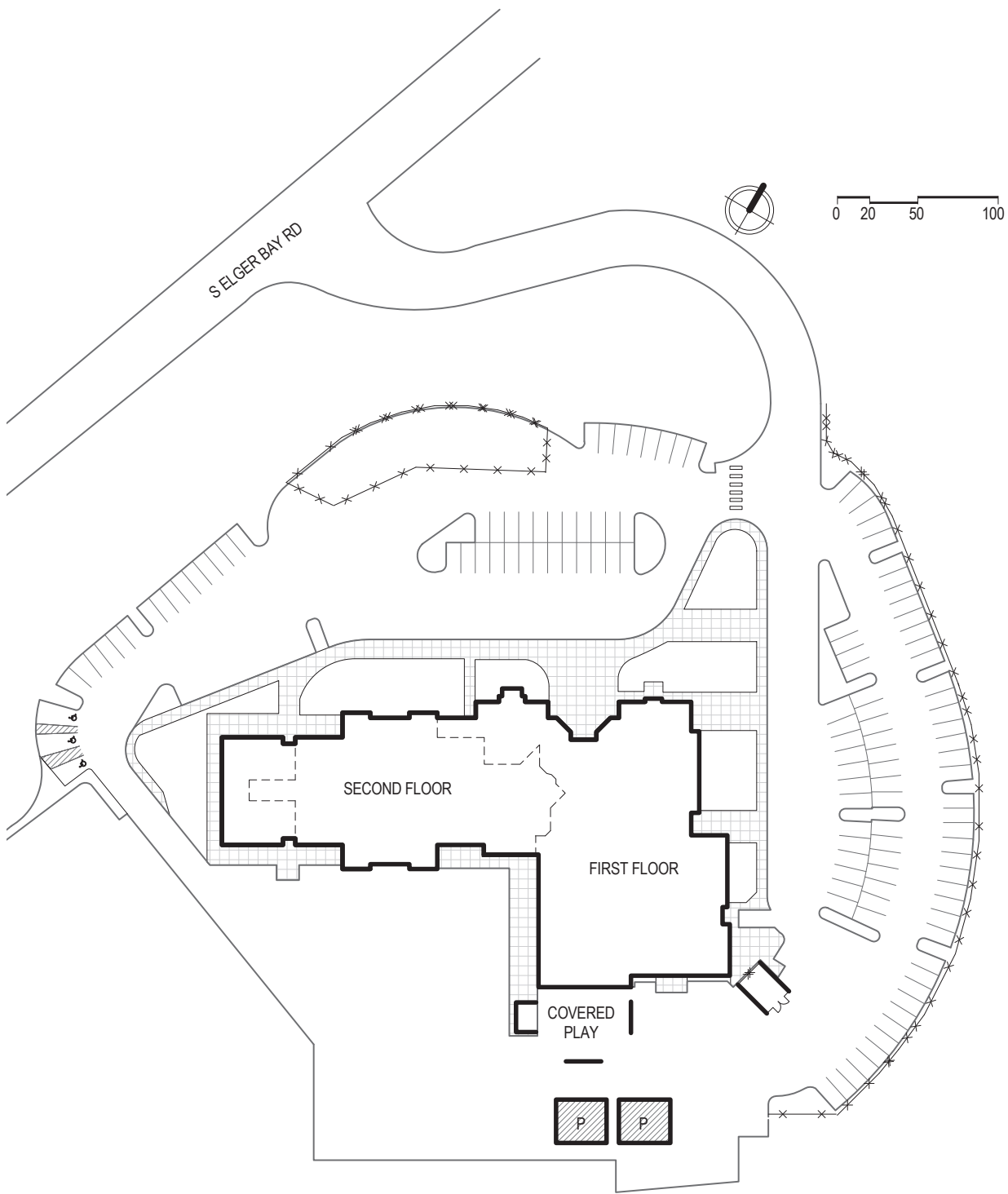
The site is in good condition. Parking lots were repaired and sealed in 2017. A new structured playground was installed in 2020.

- Septic at EBE was designed for an average daily flow of 2,345 gallons/day
- Site is located adjacent to public forest land with walking trails, but is fully fenced along those sides

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

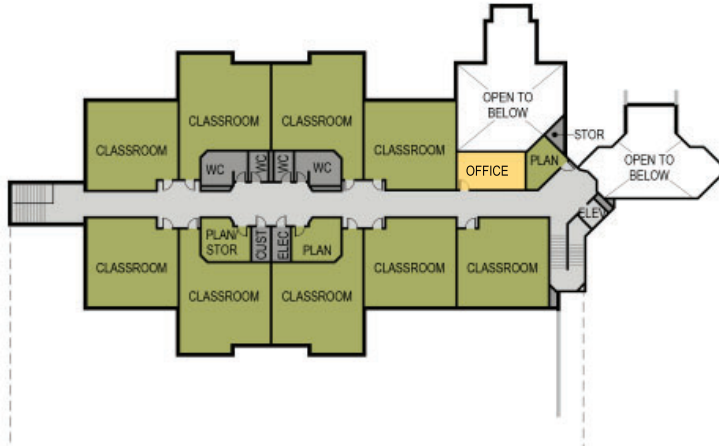
- There is visibility from the main office to the main entry and parking area
- The building is fully sprinklered
- The building is a two-story steel frame and reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low
- The building is not sited in a Tsunami Inundation zone
- The building is surrounded by forest and therefore has a higher fire risk



ELGER BAY ELEMENTARY SITE PLAN

ELGER BAY ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOM : 18
- SPECIAL EDUCATION CLASSROOM : 2
- ARTS & MUSIC : 1
- LIBRARY
- TECHNOLOGY : 1
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA : 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT



SECOND FLOOR PLAN



FIRST FLOOR PLAN



STANWOOD ELEMENTARY

Address:	10227 273rd Pl. NW	Portables:	4 Single
Year Built:	1955	Classrooms:	22
		Support Rooms:	6
Property Acreage:	12	Building Capacity:	504
Building SF:	53,570 Gross	2021-2022 Enrollment:	427
Addition Feasible:	Yes	2027 Projected Enrollment:	470

Stanwood Elementary School (SES) has 22 classrooms in use for Pre-K through Grade 5 and four portables, one of which is used for storage. The developmental preschool is located on site and four classrooms are dedicated to this. There are a number of support positions associated with the Special Services offered at SES which require more office space than the building was designed for. The school is served by public electricity, natural gas, and City of Stanwood water, storm, and sanitary sewer.

BUILDING CONDITION

The building had major renovations and additions in 1966, 1981, and 1995. Seismic upgrades were included in the '81 and '95 work. SES was one of the buildings evaluated in the DNR study, and further study is recommended. The building is located in a flood plain and is on seismically sensitive soil, and so complete replacement on the current site would be costly. An addition to the building would be feasible, but there would be added costs compared to other locations. The HVAC system is functioning and boilers were replaced in 2017, but the classroom units are aged and require increasing maintenance. This building will need to come into compliance with the Washington State Clean Buildings Act by June 1, 2028. Some building deficiencies are:

- Many exterior walls are inadequately insulated

- Windows are outdated and inefficient
- PA system is outdated and not consistently audible throughout the building
- Many classrooms are not carpeted which affects acoustics and comfort
- Exterior painting of metal and stucco finishes needed in next 5 years
- Exterior canopies and covered play should be evaluated for any needed structural upgrades
- Casework/storage shelving in some areas needs doors to limit access
- Flooring and other interior finishes are aged and wearing out in some areas

SITE CONDITION

The structured playground was replaced in 2017. There is typically some field saturation during the winter months and the paved play area is limited and located directly adjacent to the street. The covered play area is smaller than other District elementary schools. Parking accommodates staff and is also being used for student pick-up to reduce the number of cars backed up on 102nd Ave. NW. Some deficiencies are:

- There is limited fencing to control foot traffic onto the site
- Portable ramps are made of wood and need repair
- A separate playground for the Pre-K program is needed
- The playground is fenced, but not visually separated from the neighborhood
- An accessible walking path would aid students with limited mobility

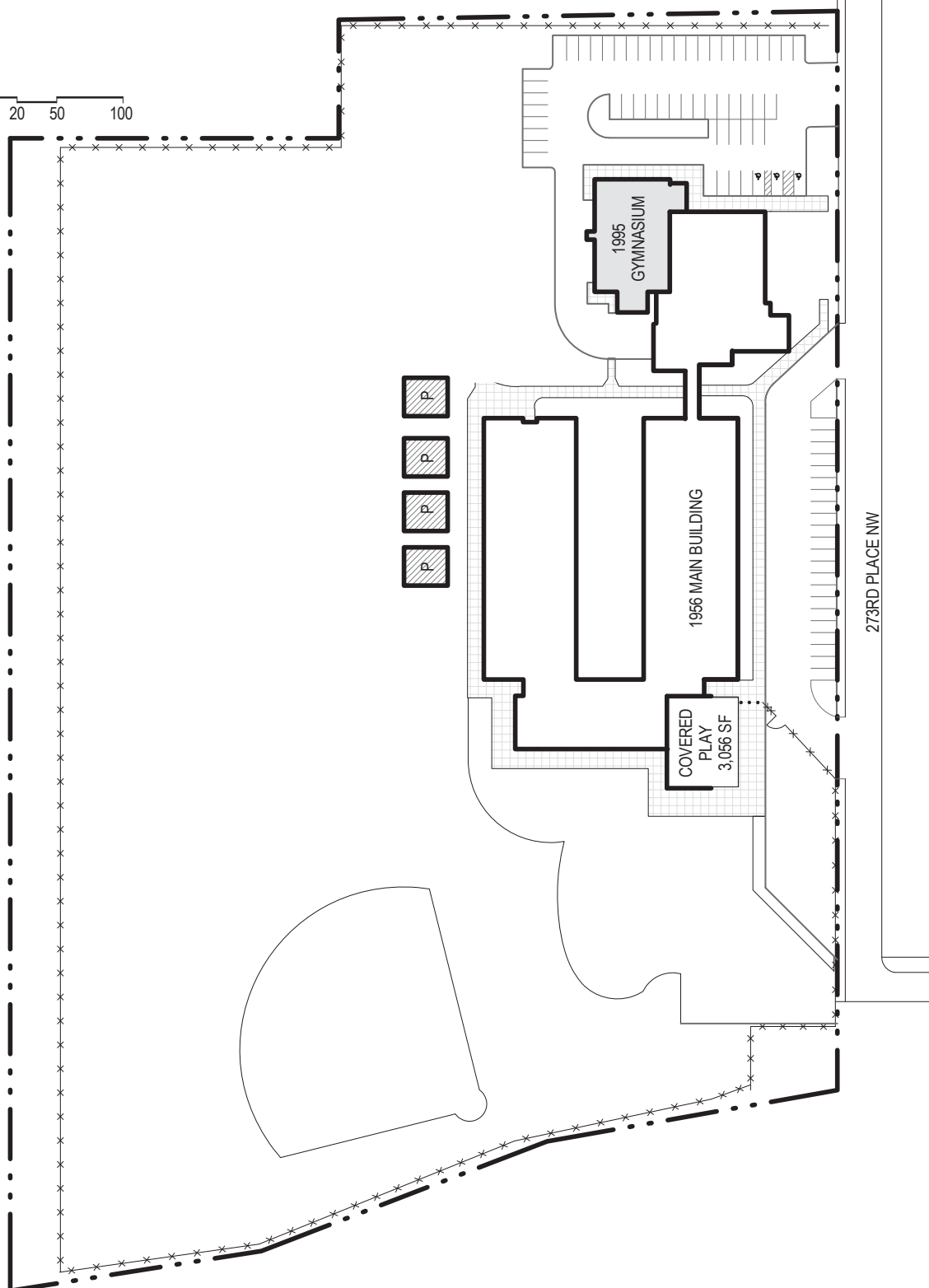
SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is visibility from the main office to the main entry
- The building is not fully sprinklered
- The building is a single story wood frame structure with seismic upgrades
- Soil liquefaction potential is high
- Overall earthquake hazard level is moderate-to-high. Further seismic evaluation is needed
- The building is not sited in a Tsunami Inundation zone
- The building is sited in a high flood risk zone
- The building has a low to medium fire hazard



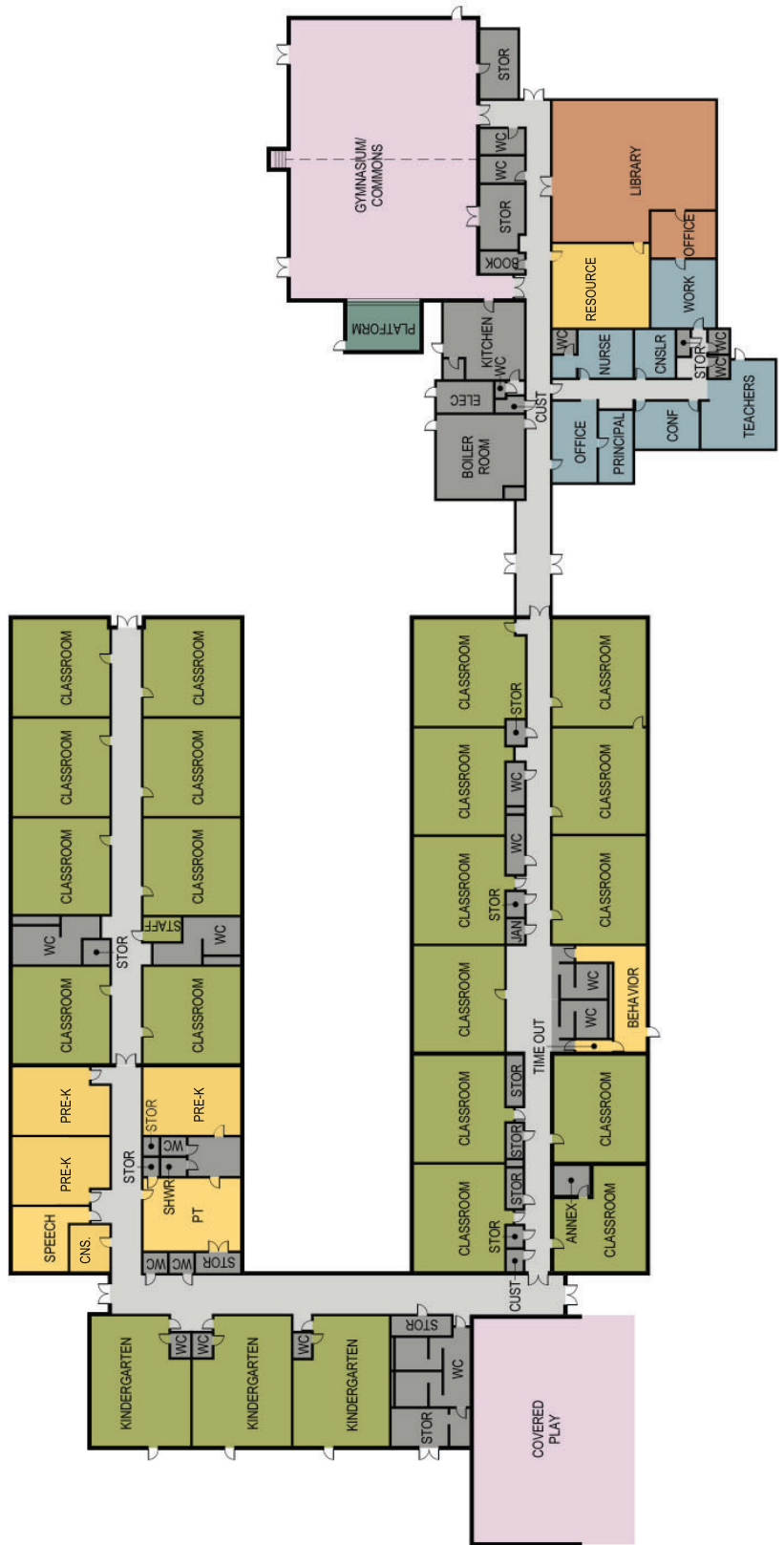
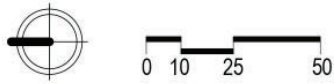
0 20 50 100



STANWOOD ELEMENTARY SITE PLAN

STANWOOD ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOMS: 22
- SPECIAL EDUCATION: 6
- ARTS AND MUSIC: 0
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA: 1
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT





TWIN CITY ELEMENTARY

Address:	26211 72nd Ave. NW	Portables:	3 Single 1 Double
Year Built:	1988	Classrooms:	18
		Support Rooms:	3
Property Acreage:	11	Building Capacity:	423
Building SF:	43,963 Gross	2021-2022 Enrollment:	353
Addition Feasible:	No	2027 Projected Enrollment:	435

Twin City Elementary School (TCE) has 18 general education classrooms and three classrooms dedicated to special education and support. The computer room has been transitioned for use as a general education classroom. The school has four portables (three singles and one double) which are all in use currently. An additional portable will be added to the site in 2023. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition, but because of its age it is in need of some upgrades and modifications. The exterior metal (gutters/doors/columns) were refinished in 2017. A few classrooms are separated by operable partitions, originally designed to allow for some teaching flexibility, but ultimately provide limited acoustic protection between rooms. It is desired that these operable walls be removed and replaced with stud walls. The library is an ‘open concept’ design and is affected by noise in surrounding corridors. Significant modification would be required to remedy this. Building deficiencies are:

- Sealant around windows is cracked and failing due to age and exposure and creates risk of water intrusion into the building

- Cracking and damaged stucco requires significant ongoing maintenance and creates risk of water intrusion into the building
- The Department of Natural Resources study recommended the covered play area be evaluated to determine any need for structural improvements
- Interior stair rails were installed out of ADA compliance
- Roofing is original and will need replacement in the next ten years

SITE CONDITION

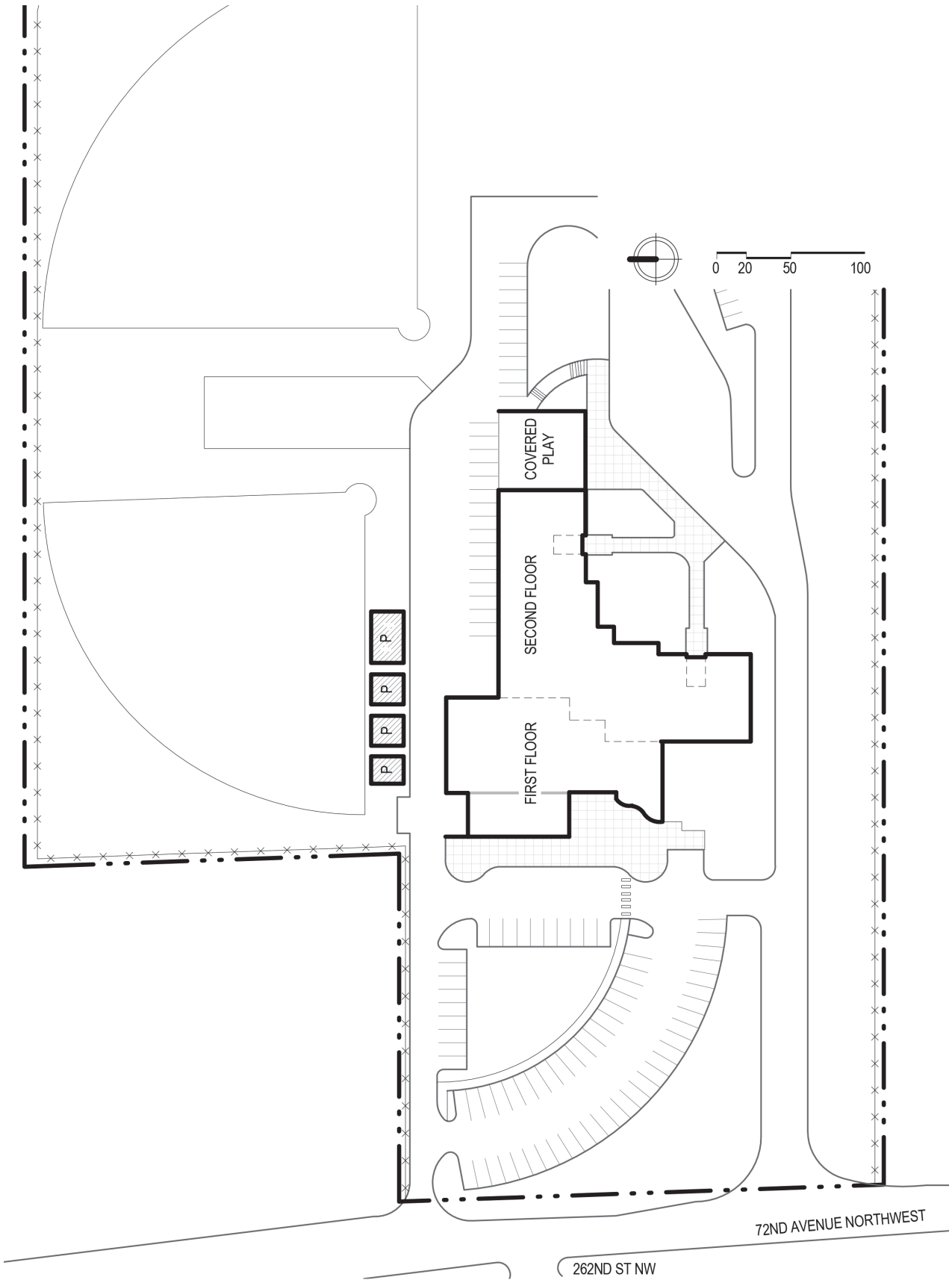
There are two formal baseball fields on site, as well as soccer and open grass areas. The structured playground was replaced in 2017 and major repairs of the parking lot and bus loop were completed in 2019. An additional portable obtained through a Special Services grant will be located on site in 2023. Site deficiencies are:

- Garbage dumpsters are located in the parking lot and are unenclosed
- Trees on west property line between bus drive and adjacent property are overgrown and require regular maintenance. These trees do provide a significant sound and visual buffer between school and apartments
- Limited area for parent drop-off and pick-up. This has been mostly resolved by routing cars around the building and utilizing the play area for queuing

SAFETY

The building has two access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

- There is limited visibility from the main office to the main entry and no view of the parking lot
- The portables and play areas are separated from the front of the school by chain link fencing
- The building is fully sprinklered
- The building is a two story steel frame structure built to early 1980's seismic codes
- Soil liquefaction potential is low
- Overall earthquake hazard level is moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard



TWIN CITY ELEMENTARY SITE PLAN

TWIN CITY ELEMENTARY SCHOOL

- GENERAL EDUCATION: 18
- SPECIAL EDUCATION: 3
- ARTS & MUSIC: 1
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT



SECOND FLOOR PLAN



FIRST FLOOR PLAN



UTSALADY ELEMENTARY (CAMANO ISLAND)

Address:	608 Arrowhead Rd	Portables:	1
Year Built:	1999	Classrooms:	20
		Support Rooms:	6
Property Acreage:	19	Building Capacity:	408
Building SF:	48,967 Gross	2021-2022 Enrollment:	279
		2027 Projected Enrollment:	336
Addition Feasible:	Yes		

Utsalady Elementary School (UES) is located at the north end of Camano Island. There are 26 classrooms, six of which are dedicated to Special Services. The school has one portable on site which has not been in use. The building is served by electricity, natural gas, and water, and has an on site septic system.

BUILDING CONDITION

The building is in generally good condition for a structure of its age. Boilers were replaced in 2020. Some deficiencies are as follows:

- Windows are showing evidence of failed seals and water intrusion. Sealant is failing in some areas
- Fire protection components are out of date and no longer available through the manufacturer. Some replacement parts can be found through other sources, but the system will need complete replacement in the next 5 years
- Wet sprinkler system is in good condition, but the dry sprinkler systems are in poor condition and will need upgrading/replacement as soon as funds become available. This is not a life safety issue
- The school’s PA is obsolete and difficult to maintain

- The roof is reaching the end of its useful life and will need replacement in the next 5-8 years

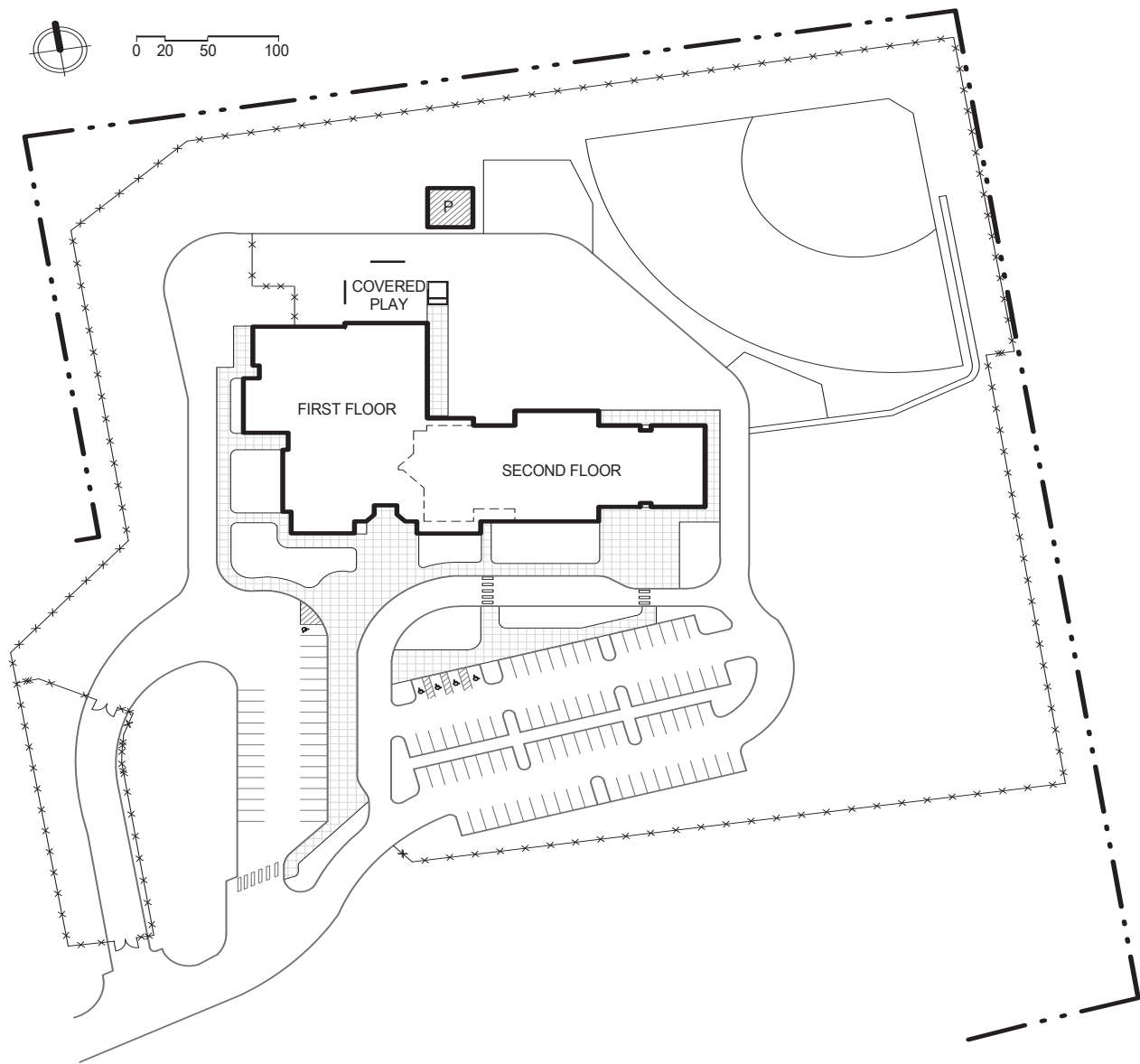
SITE CONDITION

There are no immediate issues with the site. Parking lots were cleaned and fog sealed in 2017. A new structured playground was completed in 2020.

SAFETY

The building has three access controlled entry points that utilize card readers for ingress. The front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

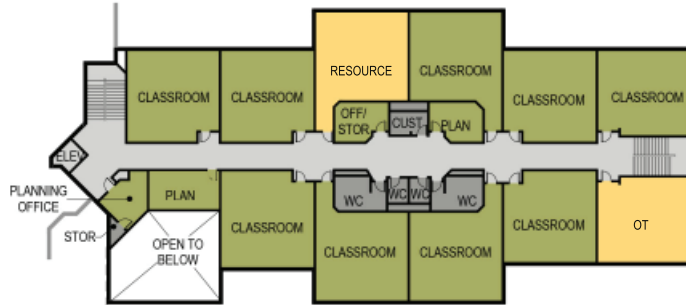
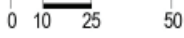
- There is good visibility from the main office to the main entry and limited view of the parking lot
- The building is fully sprinklered
- The building is a two story steel frame/reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low-to-moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building is sited in a wooded area and has a medium fire hazard



UTSALADY ELEMENTARY SITE PLAN

UTSALADY ELEMENTARY SCHOOL

- GENERAL EDUCATION CLASSROOMS: 17
- SPECIAL EDUCATION: 6
- ART & MUSIC: 1
- LIBRARY
- TECHNOLOGY: 0
- ADMINISTRATION
- GYM, COMMONS, CAFETERIA
- COVERED PLAY
- CIRCULATION
- BUILDING SUPPORT



SECOND FLOOR PLAN



FIRST FLOOR PLAN



PORT SUSAN MIDDLE SCHOOL

Address:	7506 267th St. NW	Portables:	3
Year Built:	1999	Teaching Stations:	32
Property Acreage:	28	Building Capacity:	642
Building SF:	77,900	2021-2022 Enrollment:	482
Addition Feasible:	Yes	2027 Projected Enrollment:	624

Port Susan Middle School (PSMS) has 31 teaching stations, including four science labs, a food lab, home living classroom and six special education/support rooms. There are three portables located on site which are currently in use for storage, though the intent is to set two up for fitness and weight training to supplement the current PE program. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition for a building of its age. Roof and gutter replacement was completed in 2022 and included repairs to damaged walls caused by leaks. Some deficiencies are as follows:

- South gym masonry wall has been leaking and the grout should be repointed and the wall sealed as funds are available
- Flooring is in fair condition, but has some areas where the Vinyl Composition Tile is

cracking. Carpet shows wear patterns but has minimal staining/fraying

- PA system is outdated and obsolete

SITE CONDITION

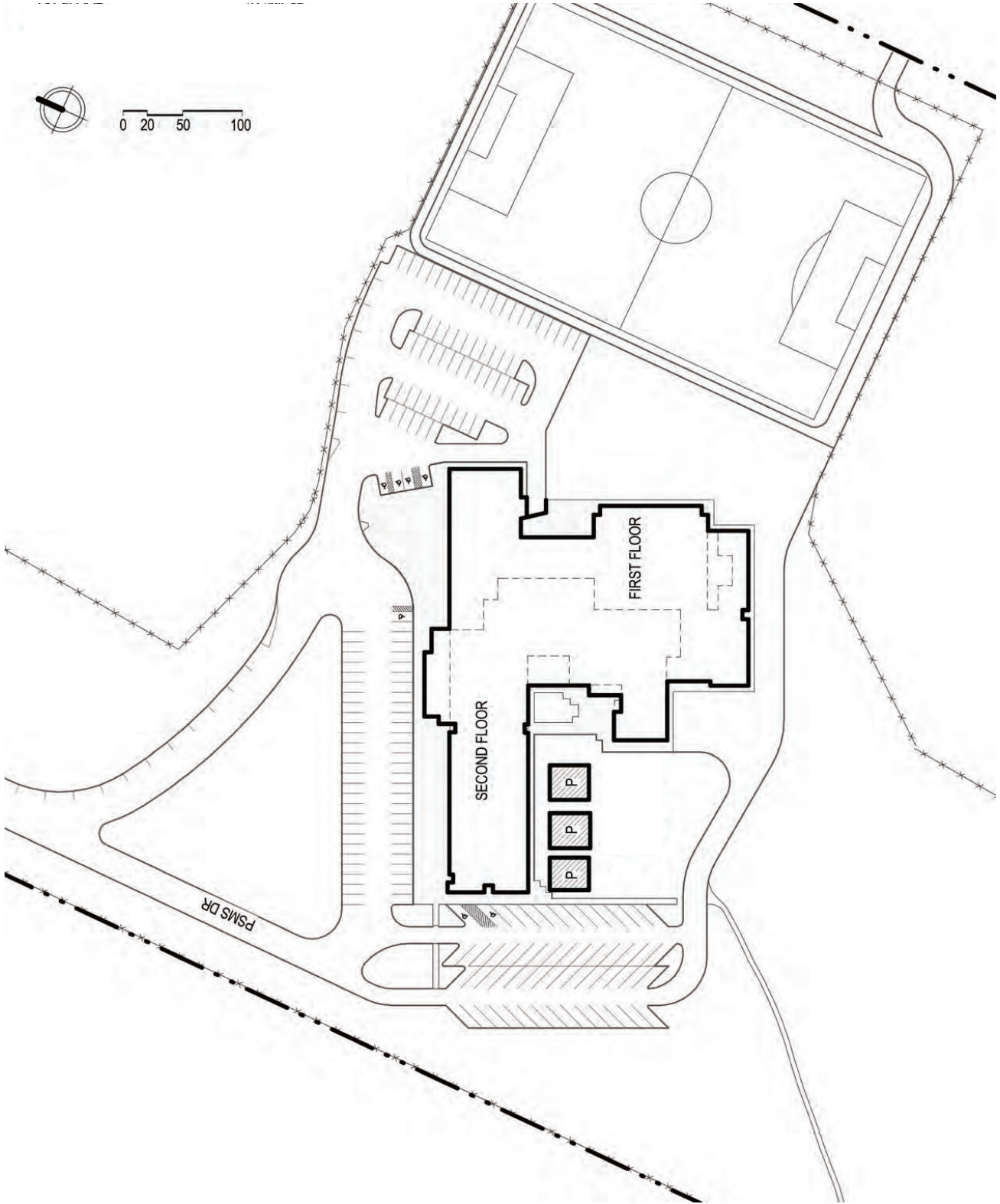
The site is in generally good condition. Parking lots were repaired and sealed in 2017. New field events equipment and ball control netting were installed in 2019. Some issues are:

- The walking track around the field is substandard. Improvements would require new retaining walls at the perimeter to increase the width
- South field is unimproved, with the exception of a walking path and informal ball field. Underlying soil is poor and becomes saturated during the winter months, making the field unusable for a portion of the school year

SAFETY

The building front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in.

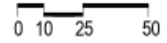
- There is no visibility from the main office to the main entry and no view of the parking lot
- The neighboring community utilizes a gate in the chainlink perimeter fencing to cut through the school property during the day to access amenities to the east
- The building is fully sprinklered
- The building is a two story steel frame/reinforced masonry structure
- Soil liquefaction potential is low
- Overall earthquake hazard level is low-to-moderate
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard



PORT SUSAN MIDDLE SCHOOL SITE PLAN

PORT SUSAN MIDDLE SCHOOL

- GENERAL EDUCATION CLASSROOM: 15
- SCIENCE CLASSROOM: 4
- SPECIAL EDUCATION: 6
- ARTS & MUSIC: 3
- LIBRARY
- CTE: 2
- ADMINISTRATION
- PE: 2
- COMMONS, CAFETERIA
- CIRCULATION
- BUILDING SUPPORT



SECOND FLOOR PLAN



FIRST FLOOR PLAN



STANWOOD MIDDLE SCHOOL

Address:	9405 271st St NW	Portables:	3
Year(s) Built:	1934, 1957, 1989	Teaching Stations:	34
Last Renovated:	1992		
Property Acreage:	16.4	Building Capacity:	652
Building SF:	94,431	2021-2022 Enrollment:	471
Addition Feasible:	Yes	2027 Projected Enrollment:	596

Stanwood Middle School (SMS) has 34 teaching stations, including two science labs, a food lab, home living classroom, wood shop, computer lab, and six special education/support rooms. There are three portables located on site which are currently in use for storage. These portables are being maintained and kept in place as it would be difficult to replace them given the site location in the flood plain. The Transitions program is located on this site in separate facilities and maintenance utilizes a storage building on site as well. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

The building is in generally good condition for a building of its age. The original unreinforced concrete structure was built in 1934 and renovated in 1989 and 1992, including structural upgrades. Additional structural upgrades were completed in 2019. The CTE and music buildings were built in 1957 and renovated in 1992. The east gym and classroom wings were added in 1968. The main gym was built in 1992. Windows were replaced in the west classroom wing in 2017. Some building deficiencies are as follows:

- Exterior windows in the main building are single pane and many are non-functioning
- Bleachers in the main gym are in need of replacement

- Vinyl Composition Tile flooring is in poor condition throughout and shows severe cracking and gaps, though it has remained adhered to the subfloor
- PA system is outdated and unreliable

SITE CONDITION

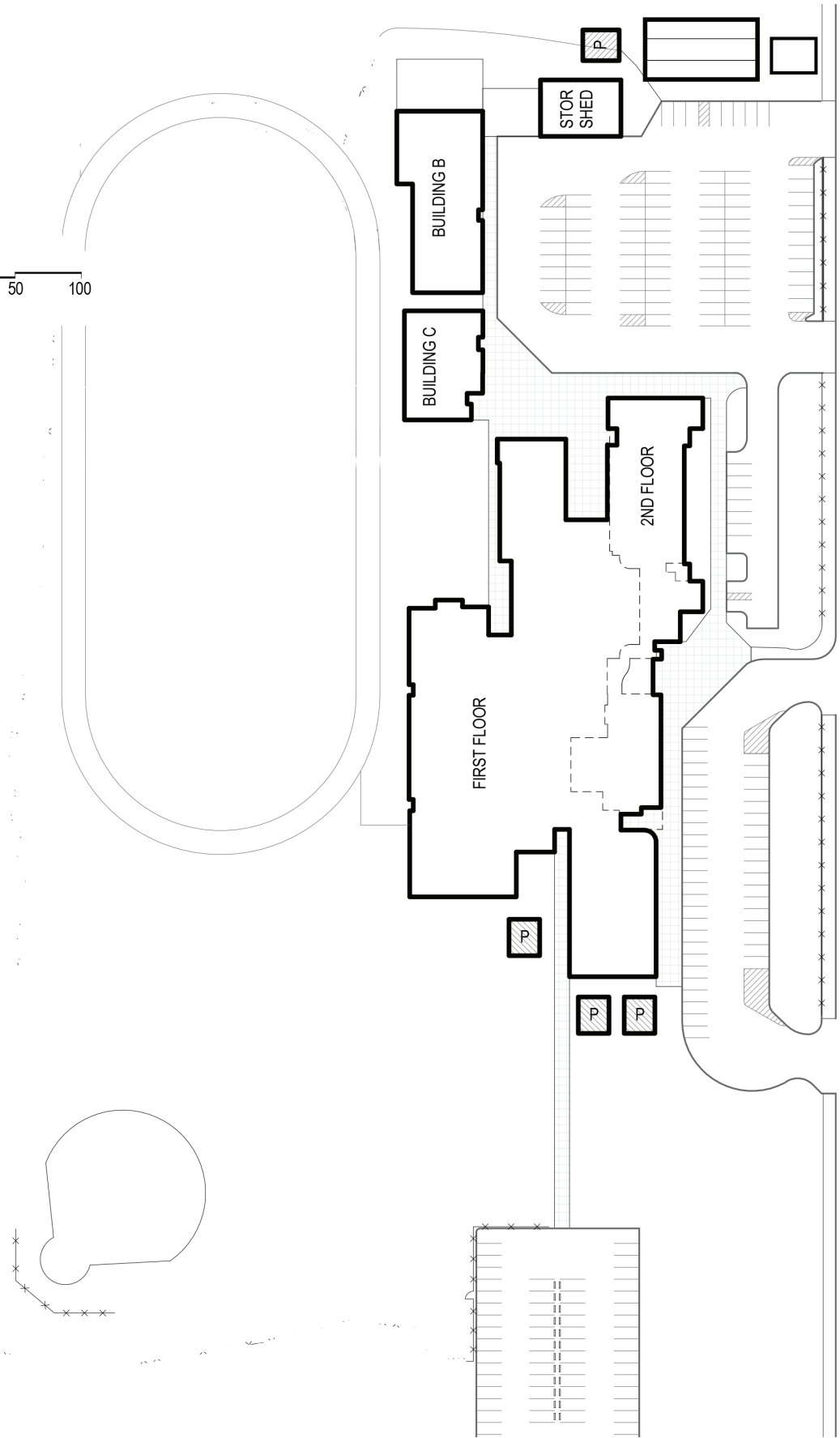
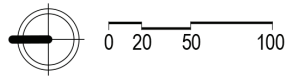
The building is situated in the flood plain and on liquefaction prone soils, so any future additions will require accommodation for this. Parking lots and running track were patched and coated in 2019. Some deficiencies are:

- Parking lots are susceptible to sinking and cracking, and require ongoing maintenance
- Catch basins continue to sink
- Areas of the site are saturated during winter months

SAFETY

The building front (visitor) entry has a camera and speaker where visitors are required to request entry to the building from office staff, who then can buzz them in. Additional card readers are in process for the CTE and Music buildings.

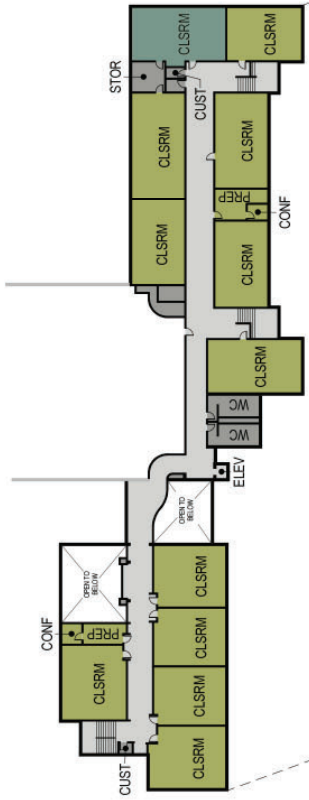
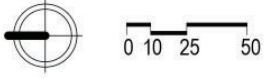
- There is no visibility from the main office to the exterior main entry and no view of the parking lot
- The main building is fully sprinklered, but the CTE and Music buildings are not
- The building is a mix of construction types, but has had structural upgrades throughout the years
- Soil liquefaction potential is high
- Overall earthquake hazard level is moderate-to-high
- The Department of Natural Resources recommends further seismic evaluation be performed on this building
- The building is not sited in a Tsunami Inundation zone
- The building is sited in a high flood risk zone
- The building has a low fire hazard



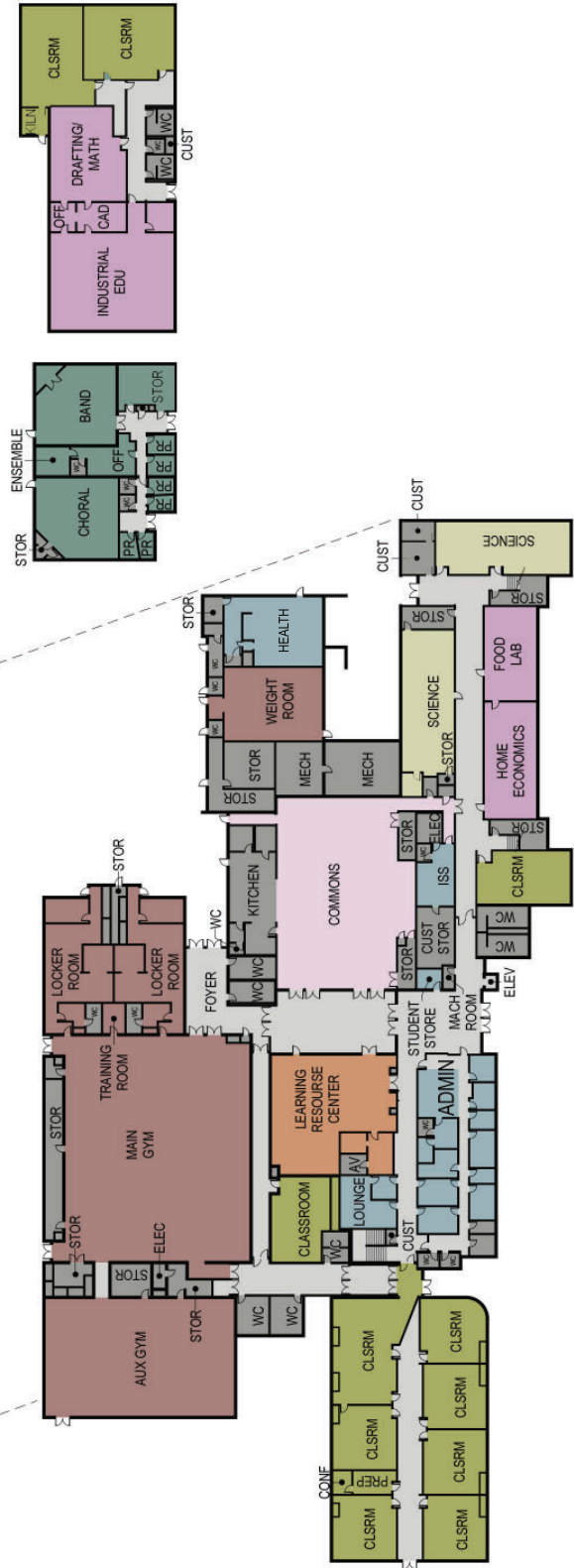
STANWOOD MIDDLE SCHOOL SITE PLAN

STANWOOD MIDDLE SCHOOL

- GENERAL EDUCATION CLASSROOM: 23
- SCIENCE CLASSROOM: 2
- SPECIAL EDUCATION: 0
- ARTS & MUSIC: 3
- LIBRARY
- CTE: 4
- ADMINISTRATION
- PE: 4
- COMMONS, CAFETERIA
- CIRCULATION
- BUILDING SUPPORT



SECOND FLOOR PLAN



FIRST FLOOR PLAN

High School and Alternative Program Facilities



STANWOOD HIGH SCHOOL

Address:	7400 272nd St NW	Portables:	0
Year Built:	2021	Teaching Stations:	62
Property Acreage:	50.3	Building Capacity:	1,505
Building SF:	241,266	2021-2022 Enrollment:	1,217
Addition Feasible:	Yes	2027 Projected Enrollment:	1,307

The new Stanwood High School (SHS) began seeing students arrive in January of 2021. It has a capacity of 1,370 students with current use, but that capacity can be increased by evaluating the utilization rate. The building will be required to begin reporting energy use under the Clean Buildings Law in 2026. Given the energy standards under which the building was designed, it is not anticipated that there will be any further improvements to comply with this law. The campus is served by natural gas, electricity, sewer and water.

Stanwood High School serves as an emergency shelter for the Josephine Caring Community residents in cooperation with the American Red Cross.

BUILDING CONDITION

This is a new facility, built to the latest energy and seismic codes.

SITE CONDITION

The site is transversed by a large wetland that serves as part of the City of Stanwood stormwater system. Landscaped areas have permanent irrigation and are planted with low maintenance native species. New turf fields were installed as part of the 2017 Bond work.

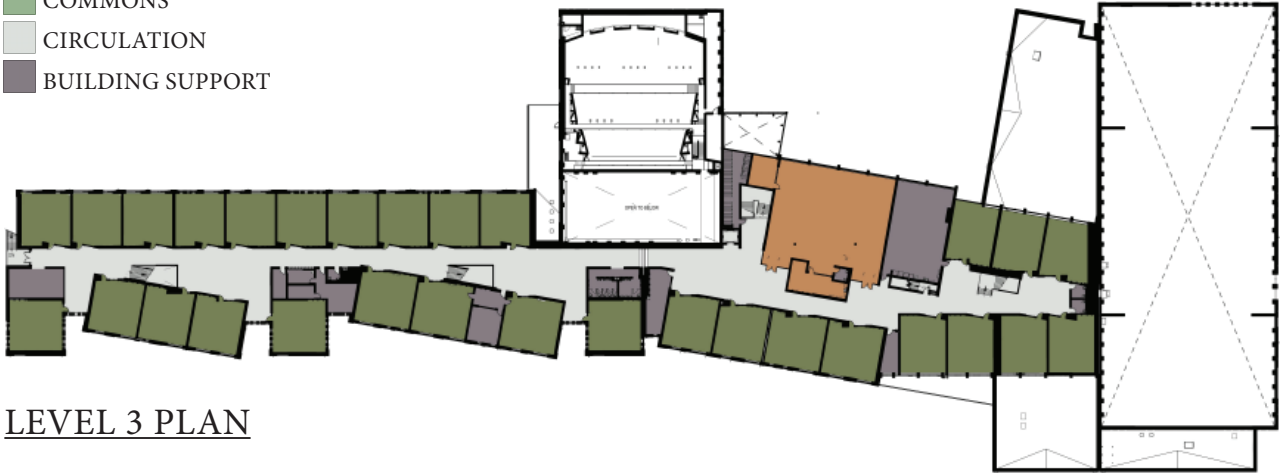
SAFETY

The building design incorporates security vestibules and electronic access control at exterior doors. Office staff have the ability to put the building into lockdown with the push of a button.

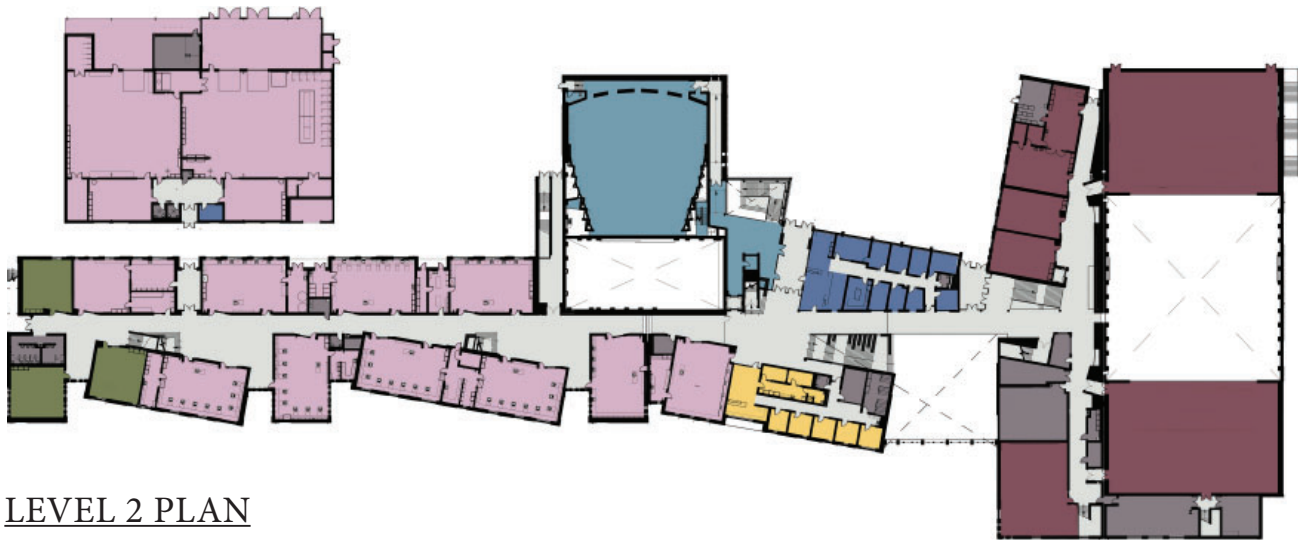
- There is a CCTV system which covers the parking areas and common spaces
- There is good visibility from the main office to the main entry and a good view of the student parking lot
- The building is fully sprinklered
- The building is a 3-story steel frame/reinforced masonry structure
- The foundation utilizes aggregate piers to overcome limited bearing on-site soils
- Potential for building damage from earthquake is very low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard

STANWOOD HIGH SCHOOL

- GENERAL EDUCATION CLASSROOMS = 36
- SPECIAL SERVICES CLASSROOM & SUPPORT = 3
- ARTS AND MUSIC = 4
- LIBRARY = 1
- CTE & SCIENCE = 13
- ATHLETICS = 9
- ADMINISTRATION
- COMMONS
- CIRCULATION
- BUILDING SUPPORT



LEVEL 3 PLAN



LEVEL 2 PLAN



LEVEL 1 PLAN



CHURCH CREEK CAMPUS

- Lincoln Hill High School (LHHS)
- Lincoln Academy (LA)
- Saratoga

Address:	7600 272nd St NW	Portables:	0
Year Built:	2020	Classrooms:	12
Property Acreage:	12	Capacity:	(see narrative)
Building SF.:	43,972	2021-2022 Enrollment:	130 (LHHS) 17 (LA) 259 (Saratoga)
Addition Feasible:	Yes (unconnected)	Projected 2027 Enrollment:	

The Church Creek Campus (CCC) was completed in 2020. It houses the District’s alternative learning programs, Lincoln Hill High School (LHHS) and Lincoln Academy (LA), as well as Saratoga School. LHHS and LA were previously located in the old Church Creek Elementary building, and Saratoga was housed in two modular buildings on the Stanwood Middle School property. Students at LHHS access classes at SHS, so the schedules must be coordinated to accommodate this, making the utilization rate less efficient and affecting building capacity. The LHHS/LA wing of the building includes a dedicated art room, science lab, and CTE classroom. The Saratoga wing includes a curriculum library, family room, science room and structured play area. The programs are physically separated by a shared gym/cafeteria area. The building is served by electricity, natural gas and City of Stanwood water, storm, and sewer.

BUILDING CONDITION

This is a new building, constructed to the latest energy and seismic codes.

SITE CONDITION

The site is adjacent to the SHS ballfields and is connected by a walking path to SHS facilities. Landscaped areas have permanent irrigation and are planted with low maintenance native species.

SAFETY

The building design incorporates security vestibules and electronic access control at exterior doors. Office staff has the ability to put the building into lockdown with the push of a button.

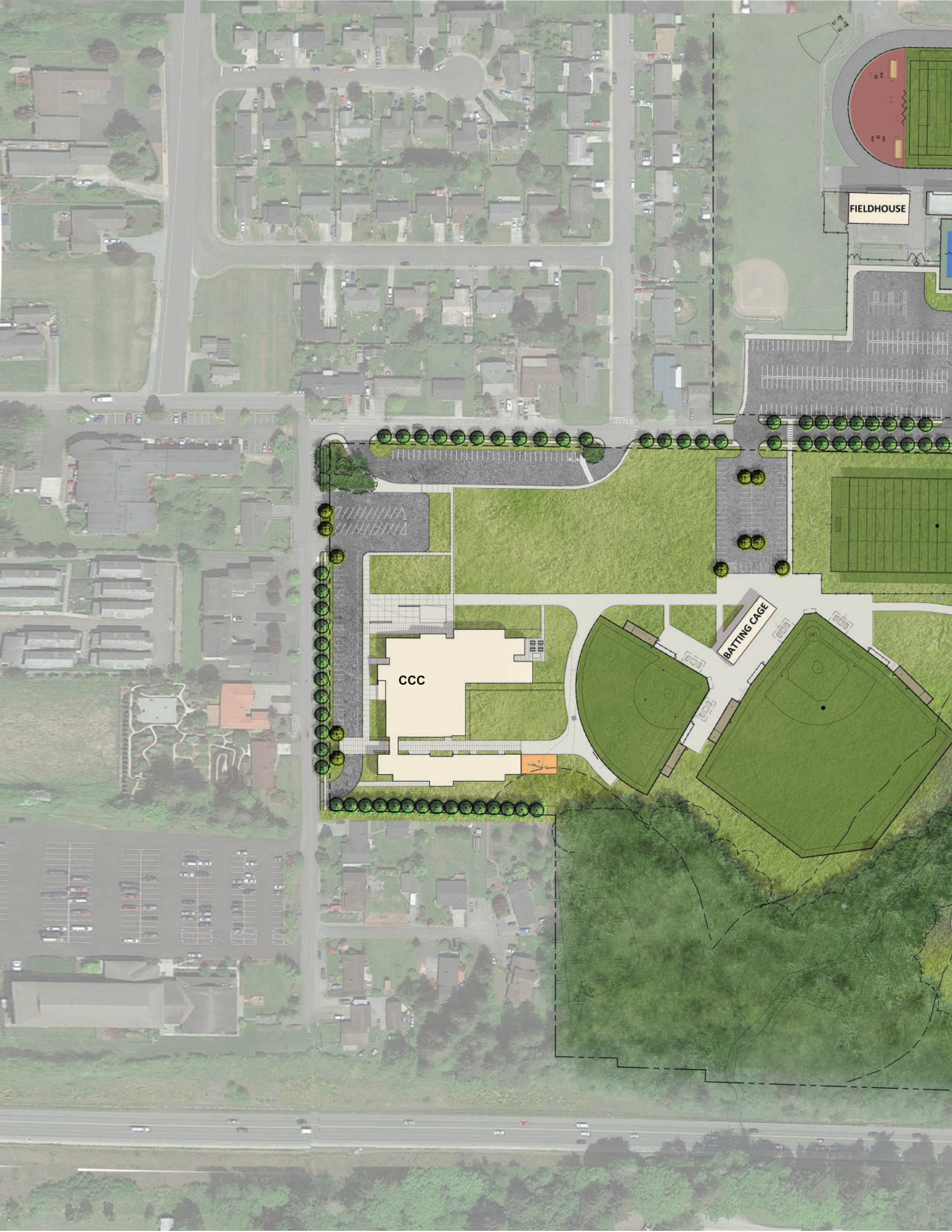
- There is a CCTV system which covers the parking areas and common spaces
- There is good visibility from the main office to the main entry in the LHHS/LA wing. Saratoga does not have a direct view to the exterior, but does have good visibility into the secure vestibule
- The building is fully sprinklered
- The building structure is single story wood frame structure
- Potential for damage from earthquake is very low
- The building is not sited in a Tsunami Inundation zone
- The building is not sited in a high flood risk zone
- The building has a low fire hazard

CHURCH CREEK CAMPUS

- GENERAL EDUCATION CLASSROOMS = 8
- SPECIAL SERVICES CLASSROOM & SUPPORT = 0
- ARTS AND MUSIC = 1
- LIBRARY = 1
- CTE & SCIENCE = 3
- ATHLETICS = 1
- ADMINISTRATION
- COMMONS
- CIRCULATION
- BUILDING SUPPORT



LEVEL 1 PLAN



FIELDHOUSE

CCC

BATting CAGE



GRANDSTAND

MTC

SHS

SHS/CCC SITE PLAN



STADIUM AND FIELDS

The stadium football field was upgraded to turf as part of the Stanwood High School project, funded by the 2017 Bond. New turf fields were added to replace the grass fields and relocated as part of the campus reconfiguration. The new fields are: the multi-purpose field, located on 272nd St. SW in front of the new high school; and one each fast pitch and baseball fields, located between SHS and CCC. Additional improvements to the athletics properties as part of the bond work included an addition and renovation of the existing field house adjacent to the football field; the addition of a field events area west of the football field; and the addition of toilet rooms and upgraded locker room at the batting cage adjacent to the ballfields. The grass practice ballfields were left as is and are still in use. The tennis courts were expanded and upgraded in 2020. There are eight located adjacent to the stadium.

Port Susan Middle School has a football/soccer field with a paved, unstriped walking track, and an informal field with a baseball diamond. During the wet season, this field becomes unsuitable for PE or athletics.

Stanwood Middle School has a grass football/soccer field with a paved, striped running track, and an informal field with a baseball diamond.

All elementary schools have new structured play areas and informal playfields. Twin City has two ballfields, Cedarhome one, Stanwood Elementary one, Utsalady has a ballfield and informal soccer field, and Elger Bay has informal playfields with one ballfield.



MAINTENANCE AND TECHNOLOGY CENTER

Address:	7401 272nd St NW	Building SF: IT	8,200
		Maintenance	7,414
		Storage Portable	900
Year Built: IT	2020	Property Acreage:	(included in
Maintenance:	2020 (Renovation)		SHS 50.3)

The Maintenance and Technology Center (MTC) site includes the District’s IT and maintenance buildings, and a custodial storage portable. The IT building is a prefabricated steel structure which houses the Technology Department staff, IT storage, staging area, and repair spaces. Approximately half of the 8,000 SF building is dedicated to District storage, managed by the Maintenance Department.

The maintenance building was renovated and expanded as part of the same 2017 Bond project. The original 1940’s concrete masonry structure was utilized as a bus barn until 2002. The 2020 work added approximately 500 SF to the existing building and was a complete renovation of the rest.

The buildings and site are in good condition.



TRANSPORTATION

Address:	9001 272nd St NW	Building SF.:	13,680
Year Built:	2002	Property Acreage:	7

The Transportation facility houses the District’s bus and vehicle fleet. It includes a bus wash and mechanics bays. There is also a large kitchen/lunch room area for drivers to use between routes. The building is in good shape, but the parking lot is experiencing significant stability issues, which appear as sink-holes and deteriorated paving. To repair this, a large percentage of the paving will need to be removed and the subgrade improved. The site is located in the flood zone on liquefaction prone soils.



DISTRICT OFFICE

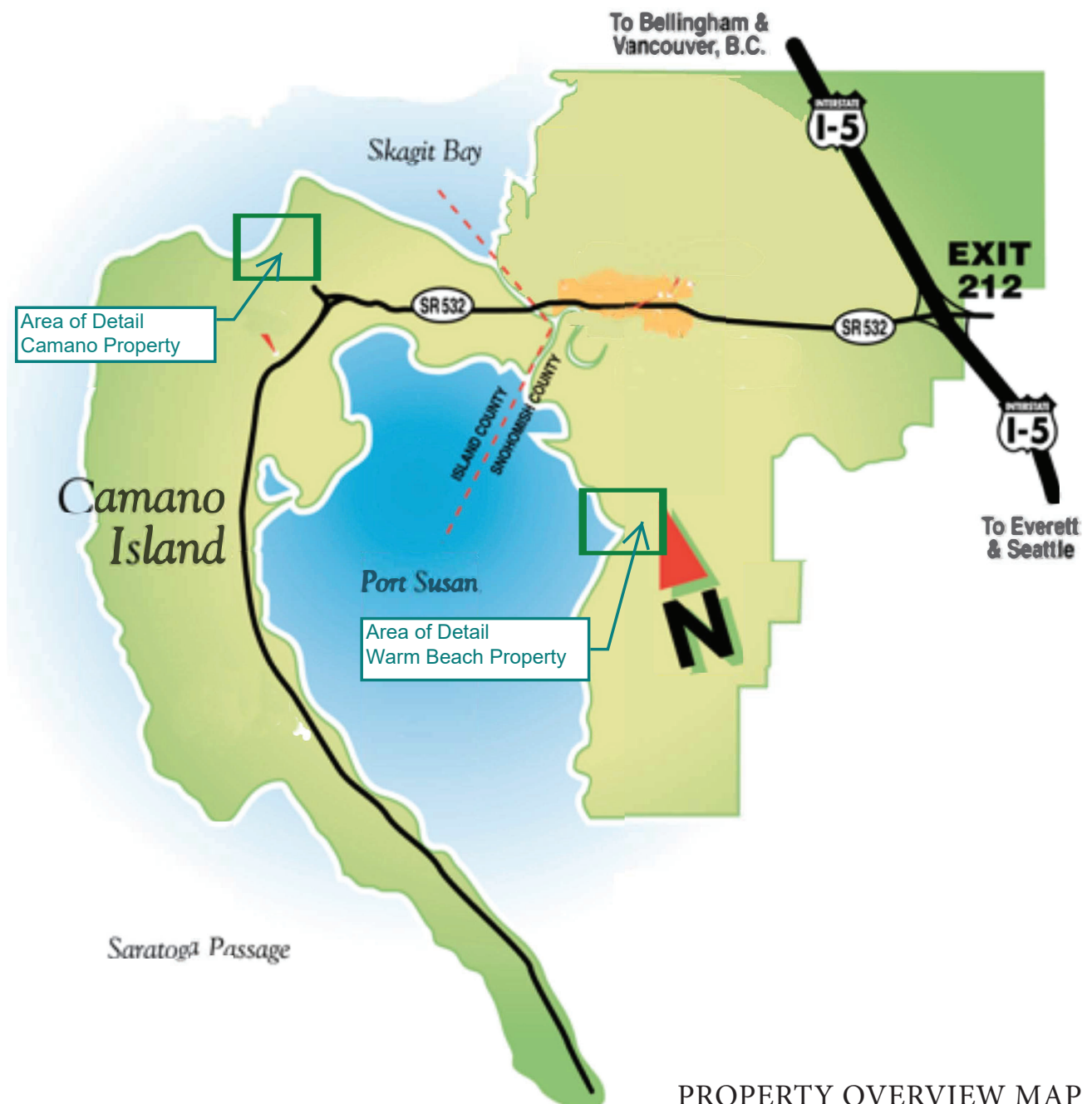
Address:	26920 Pioneer Hwy	Building SF.:	8,880
Year Built:	2005 (Renovation)	Property Acreage:	0.9

The District Office houses the superintendent, District administrators and support staff. The board room is located on the lower floor and is utilized for board meetings, District training, and other large group gatherings. The building is in generally good shape, though the roof is aging and has experienced some leaking over the past five years. Building capacity is nearing maximum and there is no opportunity for expansion.

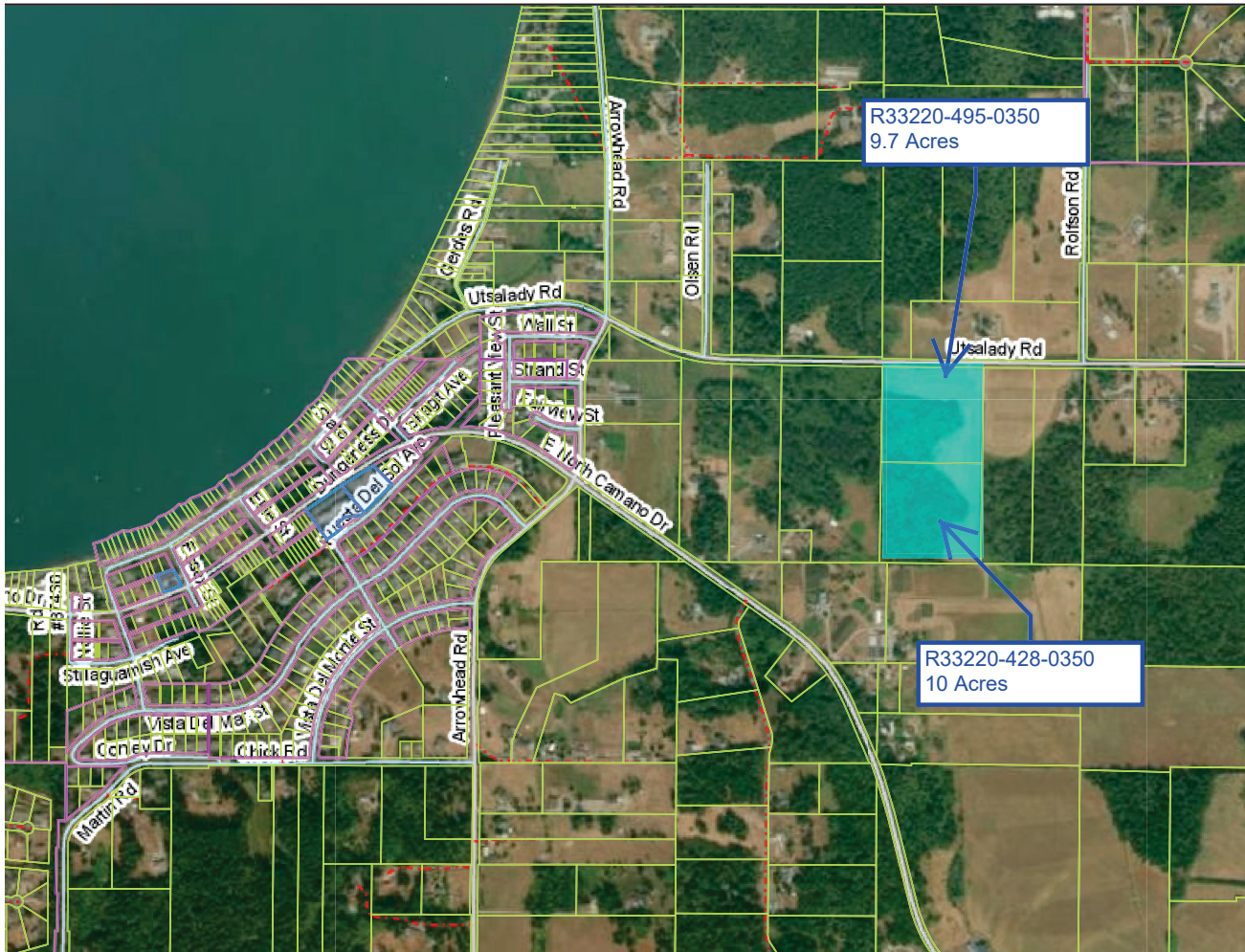
Land

The District owns property on Camano Island and near Warm Beach that can be used for future schools or sold. Per RCW 28A.335.130, proceeds from property sold by the District must be deposited into the capital projects fund and/or the debt services fund.

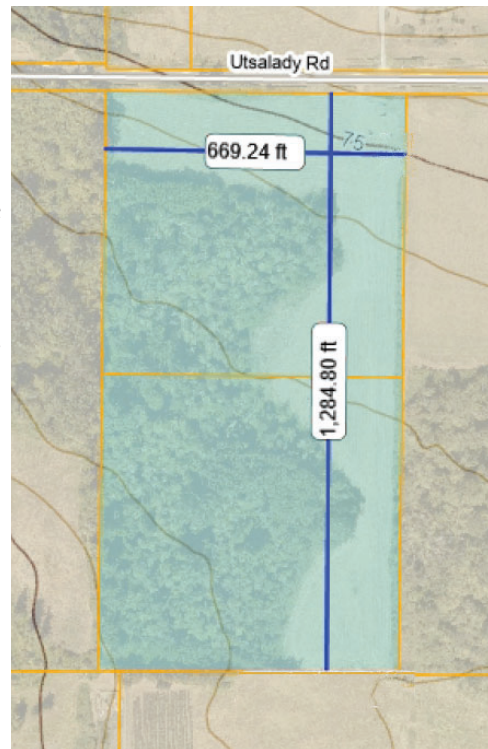
The minimum property size for an elementary school is approximately eight acres, which includes parking, structured/paved play areas, and grass fields. Allowing for green space and future expansion, the site would ideally be closer to twelve acres. The minimum size for a middle school is approximately 15 acres, though ideally the site would be at least 20 acres. Variables related to required property size include number of stories and building footprint, property characteristics such as slope, wetlands, green space, and availability of sanitary utilities.



CAMANO ISLAND



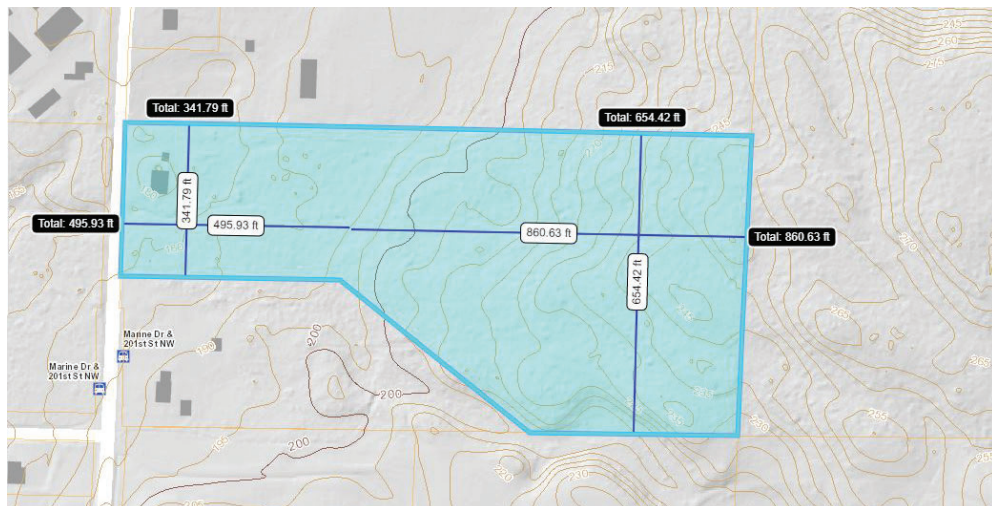
The District owns two contiguous parcels totaling approximately 20 acres on north Camano Island. Access is from Utsalady Road. Island County mapping shows no critical areas, though a wetland evaluation would be required prior to development. The land is relatively flat and approximately 65 percent wooded. The assessed value is \$300,000.00 for both parcels, though sales of property in the area range from \$50,000.00 to \$100,000.00 per acre. At this time, water, sewer and natural gas are not available for this property. Electricity is available.



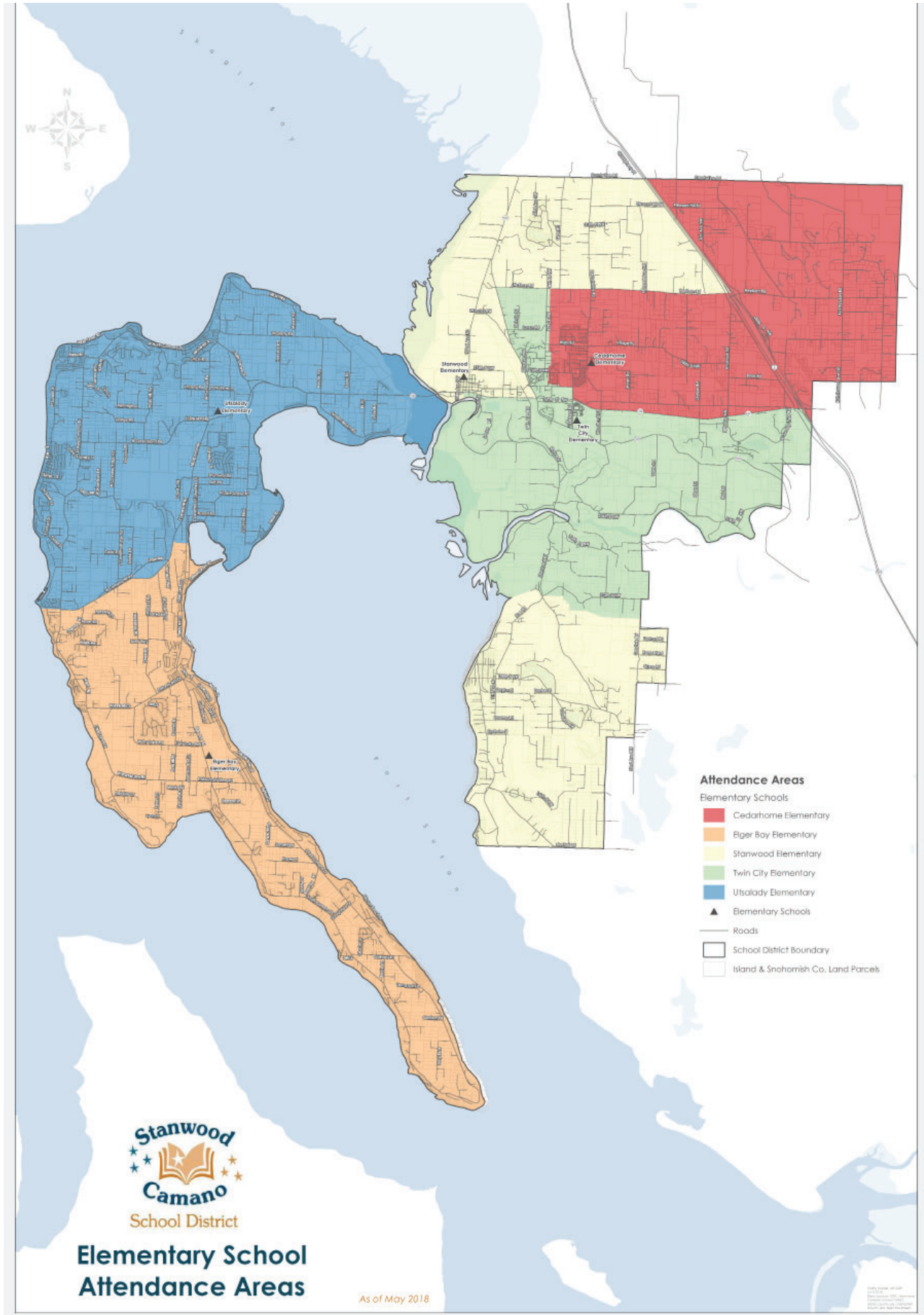
WARM BEACH



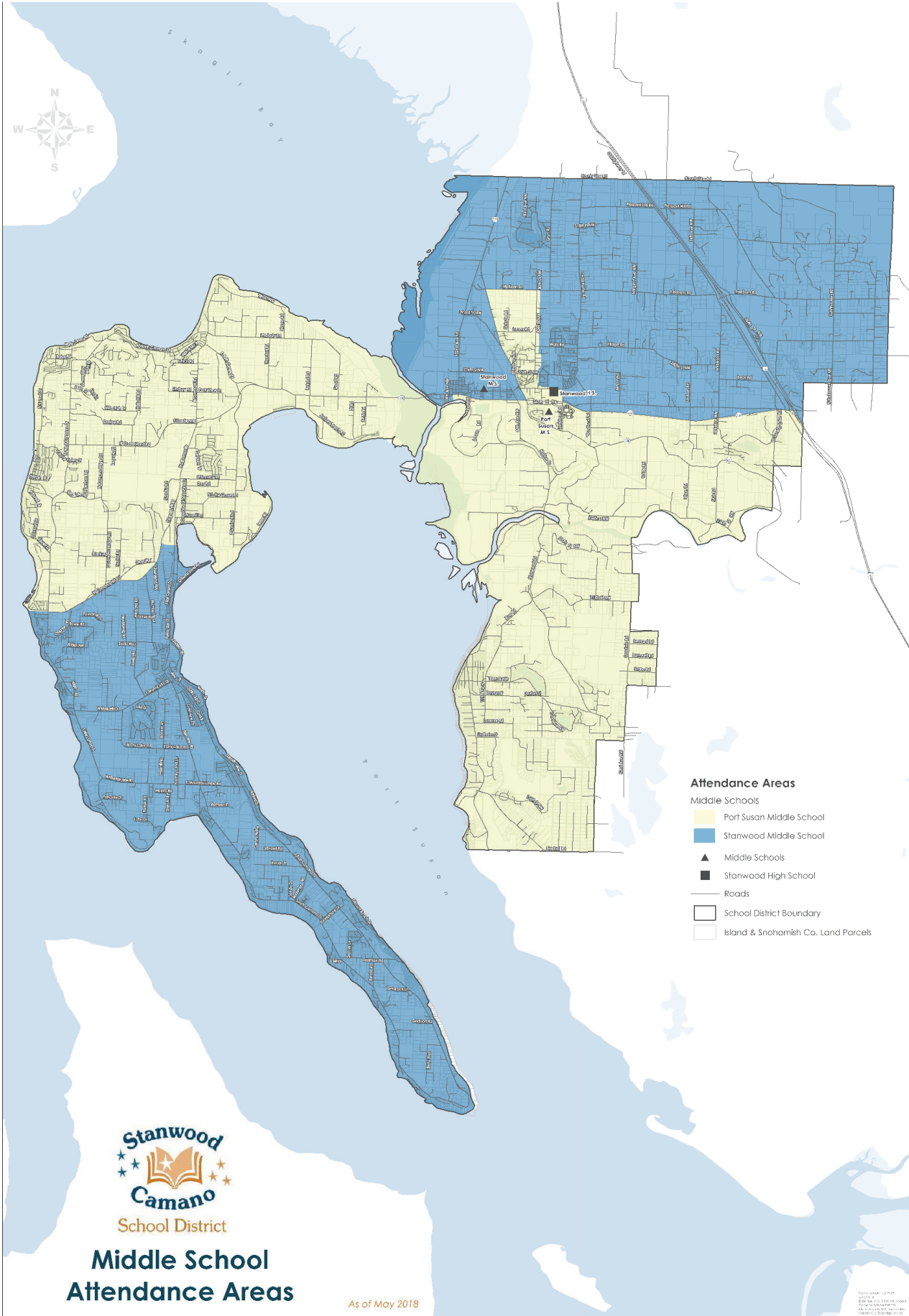
The District owns 15 acres of land in Warm Beach. There is direct access off of Marine Drive, a two lane major connector county road. Adjacent parcels have wetlands. The site slopes down east to west and has a drop of approximately 60 feet over a distance 860 feet. This does not classify as a critical area/steep slope, but will affect site development costs. The entire site is wooded. At this time, water, sewer and natural gas are not available for this property. Electricity is available.



ATTENDANCE AREA - ELEMENTARY SCHOOLS



ATTENDANCE AREA - MIDDLE SCHOOLS



Student Enrollment Trends and Projections



Projected Growth

The Office of the Superintendent of Public Instruction (OSPI) enrollment projections for the Stanwood-Camano School District through the year 2027 are shown on Figure 1, below. OSPI six year projections are determined solely using the Cohort Survival Rate, which estimates how many students will attend the next grade up the following year, extrapolated from previous years' data. The OSPI five year cohort method does not take into account changes in area birthrates or area housing capacity. This more complex analysis has been provided to the District in a targeted report by Educational Data Solutions, LLC (EDS)¹.

OSPI predicts the Stanwood-Camano School District student population will have an additional 669 students by the year 2027. The growth is primarily in grades K-5, which accounts for 547 of those students.

¹ Stanwood Camano School District Enrollment Trends and Projections, April 2022, prepared by Educational Data Solutions, LLC.

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---					AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---						
	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027
Kindergarten	320	306	353	373	352	375		390	402	415	427	439	452
Grade 1	316	347	319	363	347	353	101.76%	382	397	409	422	435	447
Grade 2	303	323	369	346	342	348	102.30%	361	391	406	418	432	445
Grade 3	356	331	335	386	324	366	103.64%	361	374	405	421	433	448
Grade 4	323	369	355	346	369	326	102.07%	374	368	382	413	430	442
Grade 5	329	324	377	371	338	348	99.78%	325	373	367	381	412	429
K-5 Sub-Total	1,947	2,000	2,108	2,185	2,072	2,116		2,193	2,305	2,384	2,482	2,581	2,663
Grade 6	344	347	335	392	347	328	100.68%	350	327	376	369	384	415
Grade 7	321	348	355	336	365	336	98.73%	324	346	323	371	364	379
Grade 8	372	328	370	359	339	356	101.60%	341	329	352	328	377	370
6-8 Sub-Total	1,037	1,023	1,060	1,087	1,051	1,020		1,015	1,002	1,051	1,068	1,125	1,164
Grade 9	359	384	337	374	354	361	102.42%	365	349	337	361	336	386
Grade 10	369	364	383	352	365	352	100.51%	363	367	351	339	363	338
Grade 11	333	340	313	334	305	347	89.40%	315	325	328	314	303	325
Grade 12	379	344	334	327	337	322	102.49%	356	323	333	336	322	311
9-12 Sub-Total	1,440	1,432	1,367	1,387	1,361	1,382		1,399	1,364	1,349	1,350	1,324	1,360
DISTRICT K-12 TOTAL	4,424	4,455	4,535	4,659	4,484	4,518		4,607	4,671	4,784	4,900	5,030	5,187

Figure 1: OSPI Information and Condition of Schools, Enrollment Projections (Report 1049)

EDS was engaged in March of 2022 to research and report on future area growth and its possible impact on District schools. By using research on birth rates, population trends, and housing within District boundaries, EDS presented various models for consideration. The recommended forecast is near the average of all forecasted numbers, taking into account that information gathered by County has limited accuracy. For instance, birth rates are not used as a sole indicator of growth because Island County birthrates include all of Whidbey Island, which has a much larger and younger population than Camano Island. For more detail on the methods and outcomes of the EDS findings, the report is provided in its entirety in Appendix A.

New developments in the City of Stanwood account for much of the growth in the District. On average each new single family residence brings 0.28 students to our schools. As indicated on the EDS graph below, Figure 2, new housing was somewhat stagnant between the years of 2010 and 2015, but has seen consistent growth starting in 2016.

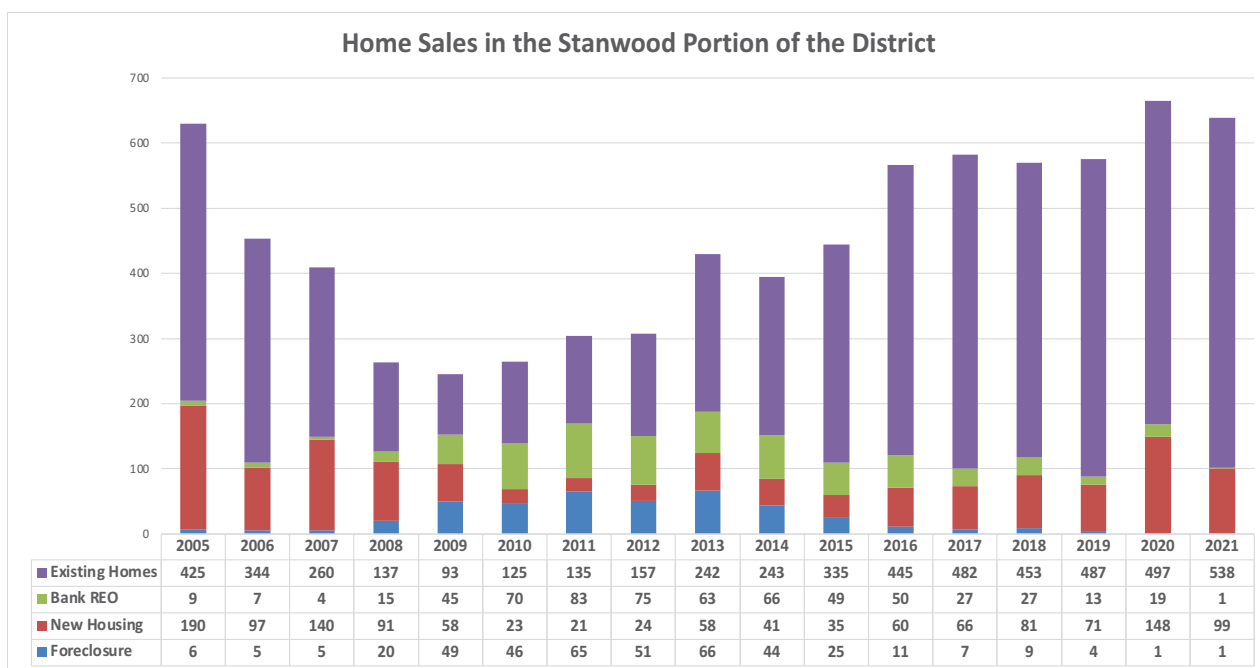


Figure 2: Total Home Sales, Stanwood, EDS Enrollment Trends and Projections Report April 2022 p.35

There are currently 901 new housing units being reviewed within District boundaries. These include a variety of housing types (single family, townhome, duplex, and apartment) and are in different phases of completion. Some are already permitted, but others are in the early stages of feasibility and may not come to fruition.

Birth rates have been declining in the United States and in Snohomish and Island Counties. It is anticipated that the decline in birth rates will level off, but not increase significantly over the next decade. The Washington State Office of Financial Management (OFM) provides growth predictions by county to the year 2040. Data taken from the 2017 County Growth Management Population report¹ is used in Figure 3, which shows growth averages for ages 0-19 years through 2040.

1 2017 County Growth Management Population Projection by Age and Sex: 2010-40 State of Washington Office of Financial Management, Forecasting & Research Division, August 2018

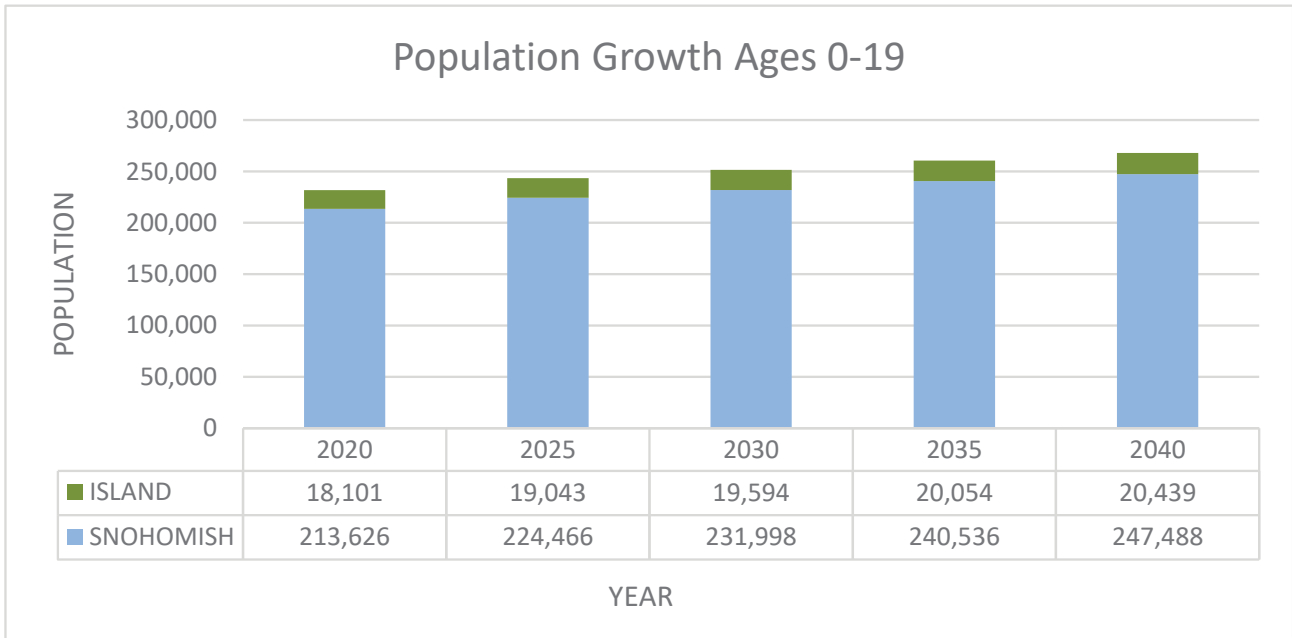


Figure 3: Ages 0-19 Growth Projections for Snohomish and Island County, Washington State OFM

The EDS report shows District enrollment growing at a consistent pace through 2031. As predictions reach further into the future the accuracy becomes diminished, but some of this uncertainty is balanced by utilizing a variety of inputs (cohort, birth rates, and housing). The EDS report provides low, medium, and high range forecasts, with the medium range being the recommended forecast for use in analysis of capacity needs and facility planning. The comparison of these is shown graphically in Figure 4. Figures 5-7 take data from the EDS report to show graphically the trends by grade level. A review of current capacity and projected enrollment needs by school is shown in Figure 8 on the facing page. Using these numbers, median projected growth puts the District over Planning Capacity by 155 students at the elementary level by 2027.

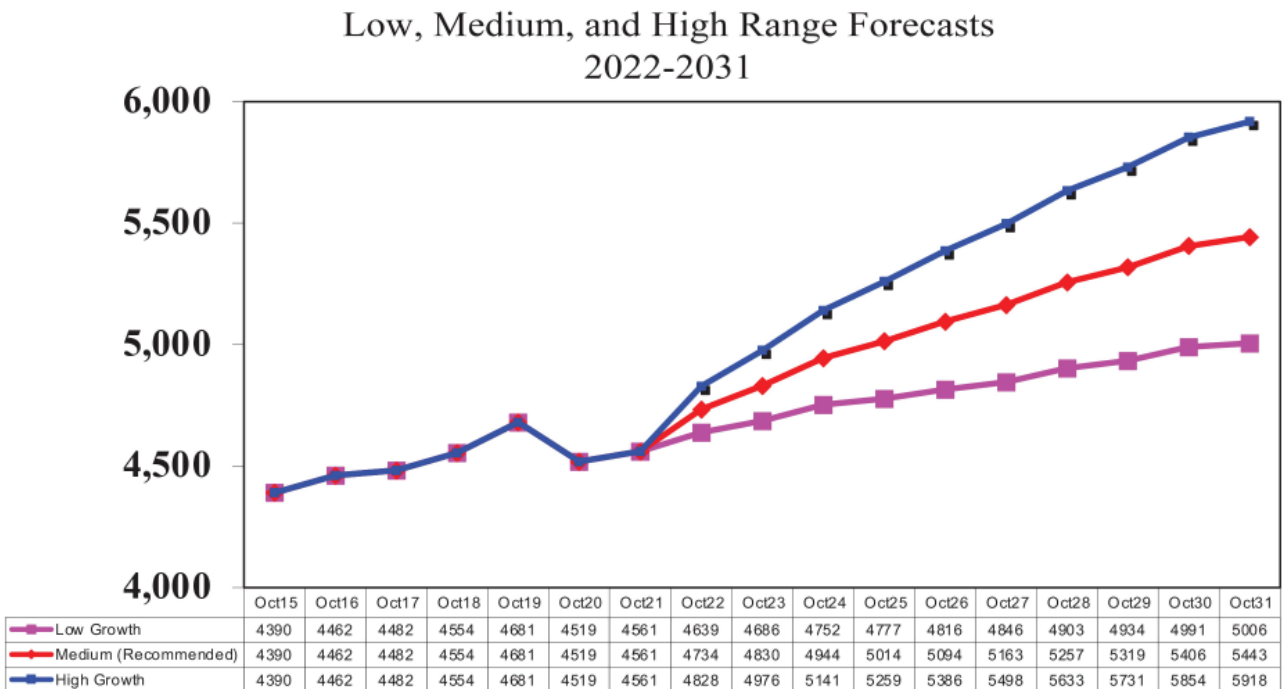
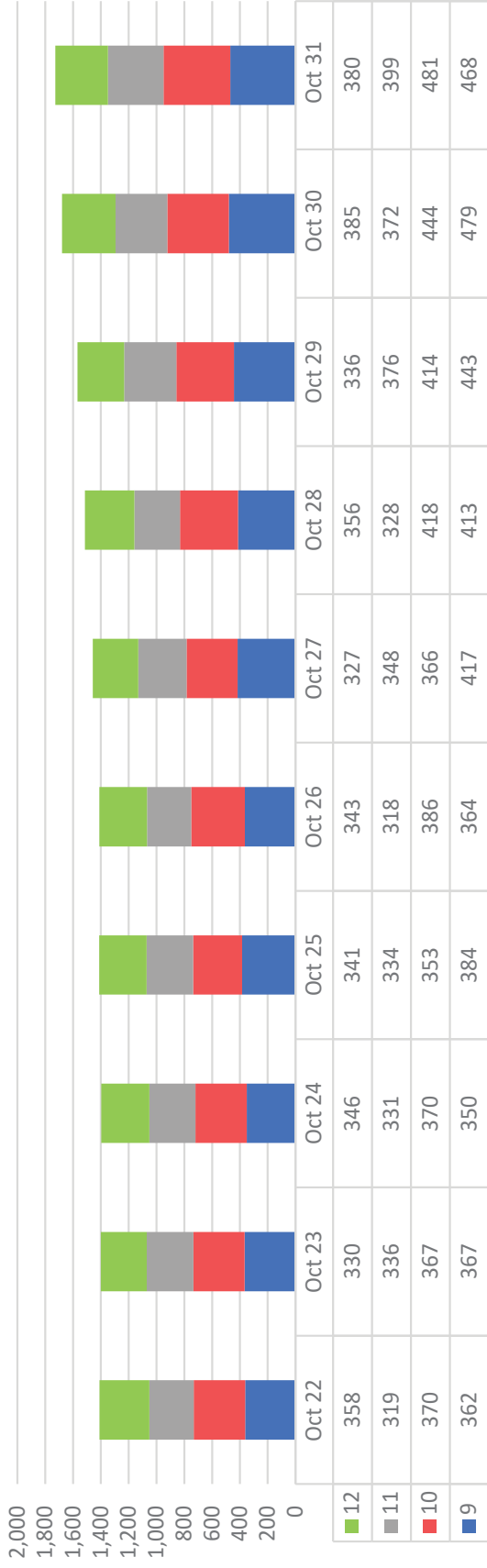
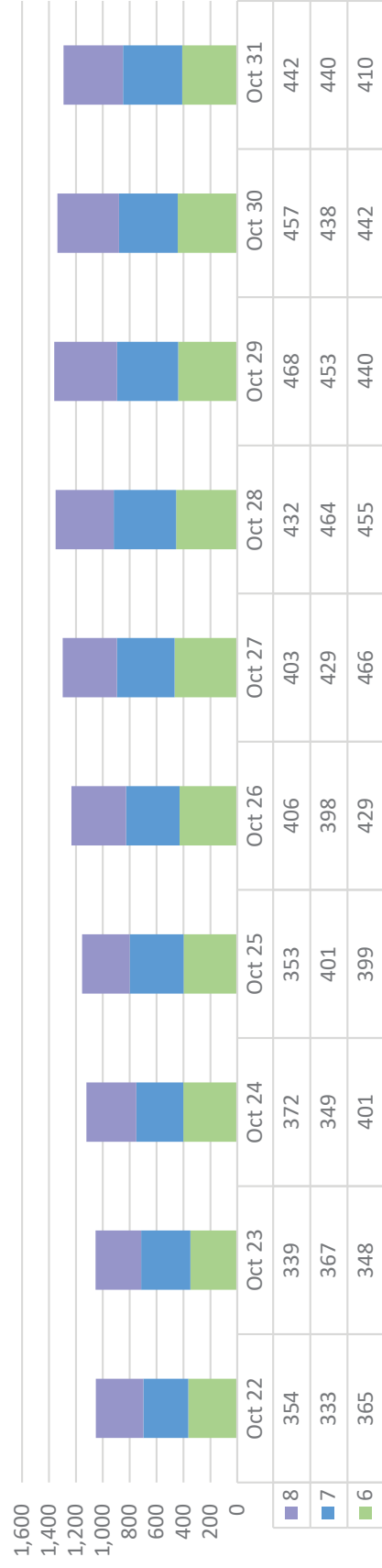


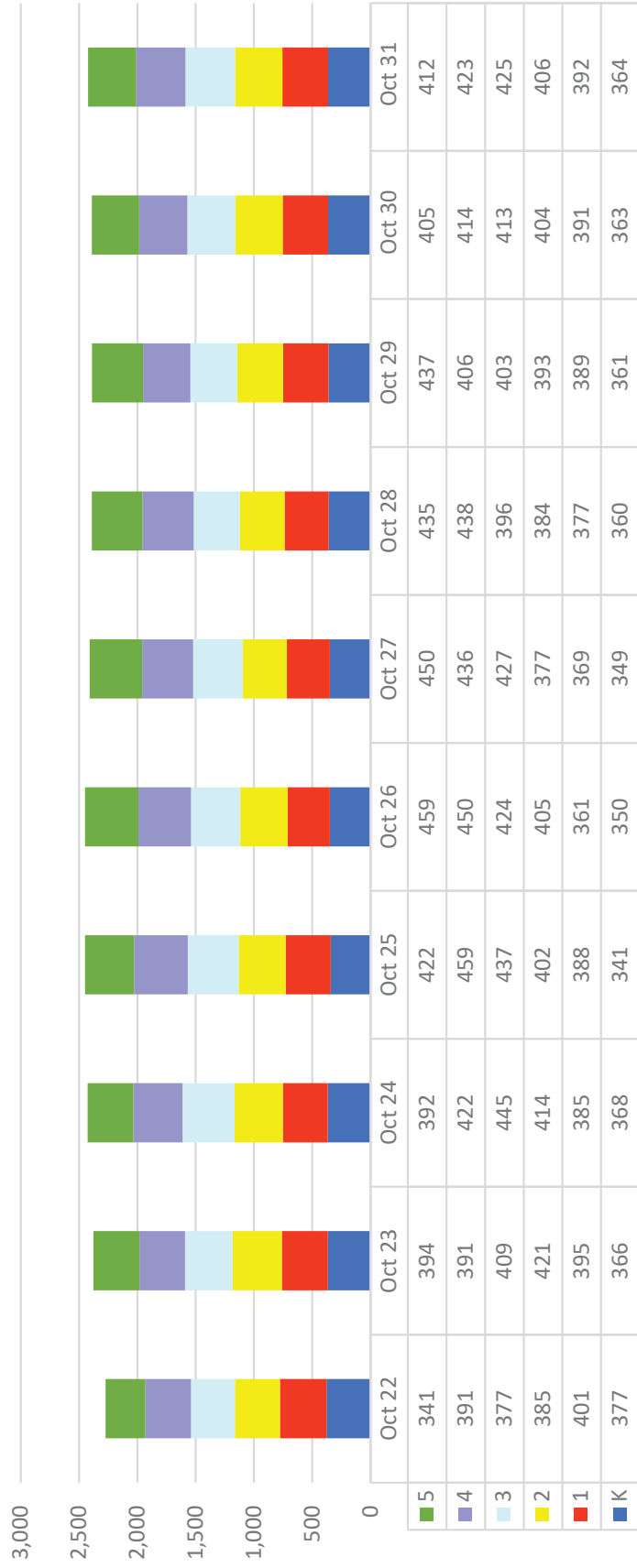
Fig.4: Student Population Growth Forecasts, EDS Enrollment Trends and Projections Report April 2022 p.49

STUDENT POPULATION BY GRADE AND YEAR (HIGH SCHOOL)



STUDENT POPULATION BY GRADE AND YEAR (MIDDLE)





Figures 5-7: Student Population Growth Forecasts by Grade and Year. (Data acquired from EDS report)

SCHOOL	CAPACITY PER SCEA CONTRACT*	2021-2022 ENROLLMENT OCTOBER 2021	SCEA REMAINING CAPACITY	2027 PROJECTED ENROLLMENT**	2027 REMAINING CAPACITY (SCEA)
Elementary School					
Cedarhome	432	562	-130	632	-200
Elger Bay	413	335	78	385	28
Stanwood	504	427	77	470	34
Twin City	423	353	70	435	-12
Utsalady	408	279	129	336	72
	2180	1956	224	2258	-78
Middle School					
Port Susan	642	482	160	624	18
Stanwood	652	471	181	596	56
	1294	953	341	1220	74
High School					
Stanwood	1505	1217	288	1307	198
Church Creek Campus					
LHHS/LA		130/17		140/17	***
Saratoga		259		222	***

*SCEA 2021-2024 Contract Recommended Classroom Size: K=19; 1st = 20; 2nd-3rd = 21; 4th-5th = 25; 6th = 27; 7-12 = 28

**2027 Projected Enrollment from 2022 EDS Enrollment Trends and Projections Report

***Saratoga and Lincoln Hill HS/Lincoln Academy are alternative learning environments and have more fluid capacity than other buildings. Saratoga students are on site 1-4 hours per week.

Figure 8: Student Population and Capacity per School

Facility Needs



Current Facility Needs

Future facility planning and long range goals for new buildings, additions, and improvements are initiated by Board of Directors, and carried out in conjunction with extensive community input. The facility needs described in this section do not address long range plans or capacity, but are focused on projects that were identified prior to the failed 2023-2026 Capital Projects & Technology Replacement Levy. The list shown on the following page (Figure 9) reflects projects that are needed in the District within the next five to seven years, compiled through feedback from building leaders, maintenance personnel, and on site observation. The projects can be divided into three categories: student safety, necessary building and site preservation, and improved learning environments. Student safety projects include site fencing and access control, repair of fire protection systems, as well as remediation of physical hazards. Building and site preservation includes facility maintenance that is of a larger scale than can be achieved by District personnel, such as new roofing. Projects that improve learning environments include classroom modifications that accommodate specific program needs, and building improvements that provide increased comfort for occupants. This list was used by the Citizen's Advisory Committee, which was made up of community members and district personnel, whose task was to form a consensus prioritization of the requested projects. Estimated costs were then assigned to each prioritized project and a final list was compiled reflective of anticipated income from the 2023-2026 replacement levy. This list (Figure 10) does not include all of the desired projects presented to the committee, as the District has historically made an effort to ensure that the levy tax rate does not increase when our community votes to renew their financial support for local schools.

There are immediate facility needs that should be completed within the next four years regardless of available Capital Funds¹. These projects will be determined by the Board with a focus on student safety and building repairs that may need to be addressed prior to the passage of a future levy.

¹ Dollars remaining in the Capital Projects fund balance after the Bond projects are completely closed out could be, with Board approval and community input, utilized for this work.

STANWOOD-CAMANO SCHOOL DISTRICT #401 CITIZEN'S ADVISORY COMMITTEE			
PROSPECTIVE PROJECT INFORMATION			District Priority Project (Time Sensitive)
Prioritized - Round 1			PRIORITY:
			1 = MUST DO 2 = SHOULD DO 3 = NICE TO DO
		PRIORITY	
SCHOOL	ITEM DESCRIPTION		DISTRICT COMMENTS
SCSD	District wide window blind replacement.	1	This is a high priority for all schools and is a safety issue on the lower floors.
UES	Dry Sprinkler lines at boiler room. Replace rusting pipe.	1	
EBE	Dry Sprinkler lines at kindergarten play area. Replace rusting pipe.	1	
EBE	Boiler Replacement.	1	
TCE	Additional fencing around site to control foot traffic during school hours.	1	
TCE	Remove (4) operable partitions between classrooms.	1	NEW. Operable partitions offer limited sound isolation. Affects learning environment in eight classrooms.
CES	New Roof.	1	Evaluated CES/EBE/UES with roofing consultant. CES is in need of roofing replacement in the next 3-5 years (as soon as possible).
CES	Boiler Replacement.	1	
SES	Updated intercom.	1	
SES	Sidewalk between wings repoured and canopy updated for seismic.	1	
PSMS	Safety fencing and gate at bus drive.	1	
PSMS	Door security similar to elementary schools.	1	
PSMS	Portable maintenance including roofing, paint and repair siding, replace ramps.	1	
SMS	Continue window replacement with blinds and wall repair.	1	Funded from 19-22 budget, but additional scope is required.
SMS	PA speaker/system replacement.	1	Currently utilizing a hobbled together system with some speakers not working. System needs to be evaluated.
SMS	Bleacher replacement. No safety rails. No longer able to open without someone pulling on bleacher to guide.	1	
SMS	Re-roof maintenance shed.	1	(Maintenance request)
SMS	Gym floor refinish.	1	Should be completed with bleacher replacement.
SMS	Lunch Room floor replacement Approx 5,000 SF.	1.5	This flooring was laid over the original gym flooring.
UES	Add access from Rm C34 to Rm C37, AV Storage for Assist changing table. Add sink.	1.5	\$\$ from 19-22 budget. Maintenance completed.
UES	Add ADA automatic door openers at four locations.	1.5	\$\$ from 19-22 budget.
CES	Fencing at portables to restrict access from parking lot.	1.5	

Figure 9: District-Wide Projects, Prioritized List

		PRIORITY	
SCHOOL	ITEM DESCRIPTION		DISTRICT COMMENTS
TRANS	Parking lot replacement.	2	
UES	Extend track around ballfields for wheelchair access.	2	
TCE	Add shower to health room toilet.	2	For student that have accidents at school and those students without regular access to showers.
CES	Computer lab renovation into classroom space. Add sink and casework.	2	
CES	Parking lot/playground paving repair.	2	
CES	Hallway flooring replacement.	2	
SES	Awning over drop-off/pick-up door from gym.	2	
PSMS	Remove computer lab and reconfigure as classroom.	2	
SMS	Entry and corridor floor tile replacement, approximately 25,000 SF.	2	
SMS	Parking lot replacement.	2	
TCE	Replace (2) wood ramps with aluminum ramps.	2.5	
CES	Toilet portable for students using portables.	2.5	150 students.
SES	New fencing on covered play area.	2.5	
SMS	Upgrade dust collection in wood shop and move outside.	2.5	
SES	Clock replacement.	2.5	
SES	Stage carpet and curtain replacement.	3	
CES	Add (2) staff toilets.	3	Building has (2) staff toilets and 60 staff.
CES	Dumpster enclosure modification.	3	WM has to drive on the playground to empty dumpsters.
CES	Replace HVAC unit at (2) portables.	3	
SES	Classroom carpeting.	3	Classrooms are not currently carpeted.
SES	Walking path for K-5 and SPED pre-school.	3	
SES	Pre-school play area.	3	NEW. Separate play area for pre-school.
PSMS	Boiler Replacement.	3	
SMS	Cooking Lab - add exhaust at seven ranges.	3	
SMS	Mitigate and remove old Saratoga science building.	3	This building is not useable. Cost to rehabilitate would be excessive.
SMS	Maintenance shop add concrete floor, replace siding.	3	
TCE	Remove computer lab and reconfigure as classroom.		Can be performed by maintenance if funded.
TCE	Boiler Replacement.		Can wait for next levy.
SES	Exterior paint at doors and columns.		Can be performed by maintenance if funded.
PSMS	STEM shop (could be same space as above).		Can be performed by maintenance if funded.
UES	Replace carpet in portable.		Can be performed by maintenance if funded.
UES	Gutter repair.		Some areas are leaking. UES will need a full roof replacement in 5-8 years.

Figure 9 Cont. District-Wide Projects (Continued)

STANWOOD-CAMANO SCHOOL DISTRICT #401 2023-2026 Capital Projects and Technology Levy			Anticipated Completion Year Color Code
PROSPECTIVE CAPITAL PROJECTS WITH ESTIMATED COSTS			2023
			2024
			2025
			2026
SCHOOL	ITEM DESCRIPTION	PRIORITY	ESTIMATED COST
SCSD	District wide window blind replacement (over 3 years).	1	\$134,200
UES	Dry Sprinkler lines at boiler room. Replace piping and heads.	1	\$198,570
EBE	Dry Sprinkler lines at kindergarten play area. Replace piping and heads.	1	\$198,570
EBE	Boiler Replacement.	1	\$259,350
TCE	Remove (4) operable partitions between classrooms. Construct stud walls.	1	\$68,790
CES	New Roof.	1	\$2,142,800
CES	Boiler Replacement.	1	\$259,350
SES	Updated intercom.	1	\$88,920
SES	Sidewalk between wings repoured and canopy updated for seismic.	1	\$37,750
PSMS	Safety fencing and gate at bus drive.	1	\$65,790
PSMS	Portable maintenance including roofing, paint and repair siding, replace ramps. (5) portables.	1	\$222,800
SMS	PA speaker/system replacement.	1	\$119,460
SMS	Bleacher replacement. No safety rails. No longer able to open without someone pulling on bleacher to guide.	1	\$120,780
SMS	Re-roof maintenance shed.	1	\$117,260
SMS	Gym floor refinish.	1	\$46,970
SMS	Lunch room floor replacement approx 5,000 SF.	1.5	\$67,100
CES	Fencing at portables to restrict access from parking lot.	1.5	\$26,840
CES	Parking lot/playground limited paving repair.	2	\$156,200
TCE	Add shower to health room toilet.	2	\$55,300
SES	Awning over drop-off/pick-up door from gym.	2	\$16,354
UES	Extend track around ballfield for wheelchair use.	2	\$29,240
CES	Computer lab renovation into classroom space. Add sink and casework.	2	\$111,150
PSMS	Computer lab renovation into classroom space.	2	\$68,100
SMS	Entry and corridor tile replacement.	2	\$154,700
TRANS	Parking lot replacement.	2	\$802,050
TOTAL :			\$5,568,394

Figure 10: Capital Projects Proposed for the 2023-2026 Replacement Levy

Project Financing Options

School district facilities in Washington State are funded from two primary sources: Bonds and Levies (explained in further detail below). For large projects such as new buildings or major renovations, Districts will typically request the community pass a bond measure. For smaller projects and ongoing facility maintenance work that is of a greater scope than the District's maintenance forces can accomplish, a voter approved Levy is used. Additional funding can come from a variety of sources, such as impact fees, real-estate leases, and sales of surplus property as available. All facility funding comes with strict rules governing how monies are utilized, and dollars are required to remain in the Capital Projects budget. For additional information on school funding see: <https://www.esd112.org/bond-levy/>

BONDS

School bonds are typically required for large projects, such as new schools. Bond dollars become available as the bonds are sold, and are immediately available for construction as needed. Bonds are funded by the community through property taxes, and are paid off over a period of years. Once the bond is paid off, the tax is no longer assessed. Bonds require a super-majority of yes votes to pass (60 percent + 1 vote).

There is cost and time associated with preparing for a Bond. A committee of citizens and District employees meet to define priority projects for recommendation to the Board of Directors. The District then uses consultants to provide 'high-level' investigations into options for accomplishing the desired projects. These consultants include architects, legal advisors, and surveyors. The District needs to have dollars set aside for this early work, which will then be used to present to the community prior to requesting a ballot measure vote.

LEVIES

Levies provide resources to supplement the District budget where State funds are inadequate. School districts run three types of levies: Enrichment, Capital/Technology, and Transportation. Districts are limited by State law on the dollar amount they can request, and the duration of a levy is from two to six years. After a levy expires, the voters must be asked to continue their support in what is referred to as a 'replacement levy' which requires a simple majority (50 percent + 1 vote) to pass. The amount asked for in a replacement Capital/Technology levy will sometimes vary depending on upcoming needs as determined by the District. This list of needs is evaluated by a citizen's committee and recommended to the Board of Directors prior to placing a levy on the ballot. The District is responsible for all costs associated with running a local levy.

It should be reiterated that General Fund dollars can be utilized to cover any district costs but are primarily needed for operational costs such as curriculum, staff wages and salaries, and costs associated with running facilities (utilities, custodial supplies, regular maintenance, etc).

Transportation and Capital Projects Fund dollars can only be used for specifically defined projects and purchases directly related to the specific fund, and can not be transferred into the General Fund or used for things like teacher pay or curriculum.

SCHOOL CONSTRUCTION ASSISTANCE PROGRAM (SCAP)

The State Office of the Superintendent of Public Instruction (OSPI) offers matching construction funds for eligible projects. These amounts can vary depending on the classification/size of the District, but will typically be less than seven percent of the overall construction cost. Matching funds are distributed as work is completed and paid for in a ‘front-funded’ project, and so a District will need to have dollars available to cover costs as they arise.

State funding contributions to construction costs are determined by a funding formula based on three main factors: eligible building area, construction cost allocation (which establishes a cost per square foot of construction), and a state funding assistance percentage (formerly known as matching ratio) that takes into account a district’s ability to raise local funds in terms of assessed housing value per student. The amount the state contributes varies by district as a result of the state funding assistance percentage, and by project due to eligible recognized construction costs¹. State Funding Assistance for the Stanwood-Camano School District is currently at 41.73 percent, which is below the state average of 50 percent².

State SCAP funds can be received for school construction projects that add needed capacity, and also for facility modernization. Districts will sometimes choose to replace a particular school if modernization does not make financial sense. This is known as ‘New in Lieu of Modernization’. Many of the costs associated with a project are not eligible for state match; building abatement and demolition, off-site improvements, and civil work for instance. For the District’s most recent projects, the new Stanwood High School and the Church Creek Campus, SCAP dollars received amounted to approximately nine percent of *total* construction costs. No SCAP dollars were received for the Maintenance and Technology Center project. For more detailed information on SCAP funding, go to: <https://www.k12.wa.us/policy-funding/school-buildings-facilities>

IMPACT FEES

Impact fees are collected from developers when new housing is built in the district. Impact fees are collected for and must be used only to address ‘unhoused’ students that would be generated as a result of new development. Unhoused students are defined as those for whom permanent classroom space is unavailable. The District last collected Impact Fees in 2016.

LAND SALES

The District currently has no land for sale.

1 OSPI School Construction Assistance Program: Summary Handbook, 2021

2 State Funding Assistance Percentages: <https://www.k12.wa.us/policy-funding/school-buildings-facilities/school-construction-assistance-program-scrap>

Summary

OUR PROMISE

Every student in the Stanwood-Camano School District is empowered to learn in an inclusive setting and is prepared for the future of their choice.

In conclusion, it has been the goal of this document to provide a broad-based accounting of District facilities and land assets as a springboard for further conversation both internally and with our community.

Building evaluations are a snapshot in time. Changes in programs can result in the need to modify the layout or contents of classrooms or other building components, and will also affect building capacity. Aging buildings and equipment can experience unanticipated failures that require immediate remediation. Planned maintenance and updates will on occasion expose underlying issues. As a result, facility needs are often dynamic in nature. The accommodation of these needs, whether they are planned or unforeseen, goes hand-in-hand with our promise to provide inclusive settings that empower learning.

Appendices

APPENDIX A

STANWOOD-CAMANO SCHOOL DISTRICT **ENROLLMENT TRENDS AND PROJECTIONS**

EDUCATIONAL DATA SOLUTIONS, 2022

Stanwood-Camano
School District
Enrollment Trends and Projections

Prepared by
William L. (“Les”) Kendrick Ph.D.
Educational Data Solutions, LLC

April 2022

Executive Summary

- The Covid-19 pandemic has led to enrollment declines across the Puget Sound over the past two years. In the four-county region (King, Kitsap, Pierce, and Snohomish) there has been a net loss of almost 23,000 students since October 2019.
- Not all the students who are out of school will likely come back. Even with the presence of virtual schools in many Districts, enrollment is below where it was two years ago.
- The pandemic has also led to cultural changes that might impact K-12 enrollment patterns in the region.
- Parents who do not have to commute daily and can work from home part of the week, look as if they are making different decisions about where to live, and educate their children.
- Some are opting for home-schooling and many families that are new to region or looking to move are choosing locations that are farther out from the urban job centers.
- Over the past year, for example, most of the K-12 enrollment growth occurred in the outlying regions of the Puget Sound.

Executive Summary

- These trends could benefit districts like Stanwood-Camano where housing is more affordable and available.
- There is also a substantial amount of new housing growth planned for the District boundary area which will likely lead to enrollment gains over the next decade.
- There are, however, some moderating factors that could limit the amount of overall growth that we see. First, births in the region have been declining, especially in King and Snohomish County. Second, population growth has slowed in the Puget Sound during the pandemic and forecasts from the State predict lower population growth in this decade than we saw in the previous decade.
- Despite these trends, we still believe the District will see substantial enrollment growth between 2022 and 2031. Our current best estimates suggest that enrollment will be somewhere between 5,400 and 6,000 students by 2030. We are recommending the lower estimate for now due to the moderating factors previously noted (lower births and population growth in the region).
- Growth will not be equally distributed throughout the District. Some areas are likely to see higher gains than others.

Executive Summary

- It is also possible that the recent rise in inflation and the increase in home mortgage rates could slow down new construction and home sales and even lead to a recession.
- If these trends persist, along with continuing decline in births, the District and the region could see enrollment flatten out in the middle part of this decade.
- As always, there is uncertainty when predicting the future. The forecasts in this report should be updated periodically to take advantage of new information.

Introduction

The purpose of the present report is to provide an enrollment forecast for the Stanwood-Camano School District. In a typical analysis we would look at births, population, and housing, and their relationship to enrollment. But we also need to pay attention to the effects of the pandemic which has impacted enrollment over the past two years.

For example, enrollment in the four-county Puget Sound area (King, Kitsap, Pierce, and Snohomish) has declined by almost 23,000 students over the past two years. Although enrollment declines were not as severe in 2021 (and some areas and districts saw enrollment gains), enrollment in October 2021 is still well below where it was in October 2019, before the pandemic began. So, what does the future look like?

The latest enrollment data shows that as the region recovers from the pandemic, families that are new to the area, or moving around, are looking at regions that are farther away from the urban job centers. Although the overall enrollment in the Puget Sound declined in the past year, this was primarily due to King County. Enrollment increased in Kitsap, Pierce, and Snohomish County. Even in King County there were a few outlying regions that saw enrollment grow over the past year (Auburn, Enumclaw, Snoqualmie Valley, and Tahoma). All the other districts in the County continued to see net losses in enrollment.

Introduction

Looking ahead we believe that enrollment will continue to grow in the region as we move past the worst effects of the pandemic. It is still possible that another outbreak, or rules and concerns regarding vaccines, could impact enrollment in the coming year. But most districts are now back to normal, and some are even reporting higher than usual enrollment increases this Spring.

There are, however, several factors that could moderate future enrollment growth. First, we do not believe that all the students who are currently out of the public schools will return. Many Districts in the region started virtual schools in order to address the concerns of parents and students who were uncomfortable with in-person schooling. Despite these efforts, enrollment in the Puget Sound area is still below where it was in October 2019. This suggests that some families may have moved or may be pursuing other educational options for their children (home schooling or other virtual school options) outside of the public schools.

Second, births have been declining over the past four years in both King and Snohomish County. As a result, we are predicting less growth in the K-12 population in these areas in the latter part of the decade (roughly 2025 to 2030).

Introduction

What about the Stanwood-Camano School District? Given the trends of the past year, with more families locating in the outlying regions of the Puget Sound, the District is poised to capture more regional growth than usual. In addition, we have seen a pickup in new housing development in recent years that should bring more families with children into the District. In addition, our long-range population and housing forecasts suggest that the District could see an extended period of population and enrollment increases.

There are, however, several caveats to this conclusion. First, as previously noted, births have been declining and this will affect enrollment in the latter part of this decade. Second, population growth in the Puget Sound has slowed over the past two years. Although this may be partially attributable to the pandemic, the State is currently predicting lower growth in this decade than we saw in the past decade.

Finally, interest rates are on the rise and inflation is up. One or more of these factors could serve to slow the housing market as we get beyond 2022, possibly leading to another recession or, at the very least, slower home sales, and slower new home development and construction.

Introduction

As always, there is uncertainty when predicting the future. To handle this uncertainty, we have created several alternative forecasts based on housing and population growth. We have one forecast based on predicted population growth. A second set of forecasts was created based on our preferred housing forecast. We then created a final forecast that is in-between the results of these different models (close to the average). In general, the average of different forecasts is better than the results of any one method.

For this final forecast we used cohort survival, which looks at how students roll up through the grades and what share of the birth cohort is captured at kindergarten to create a forecast. We then adjusted these numbers to account for future housing growth using student generation rates provided by the District (e.g., how many new students typically enroll from new single and multi-family housing units).

The following sections provide information about enrollment trends in the District and the region both before and after the onset of the pandemic. We also provide some brief discussion of the demographic trends that are expected to impact enrollment in the future (births, population, and housing). The final section presents our various models along with the final forecast by grade level. This section also provides forecasts by school.

Enrollment Trends

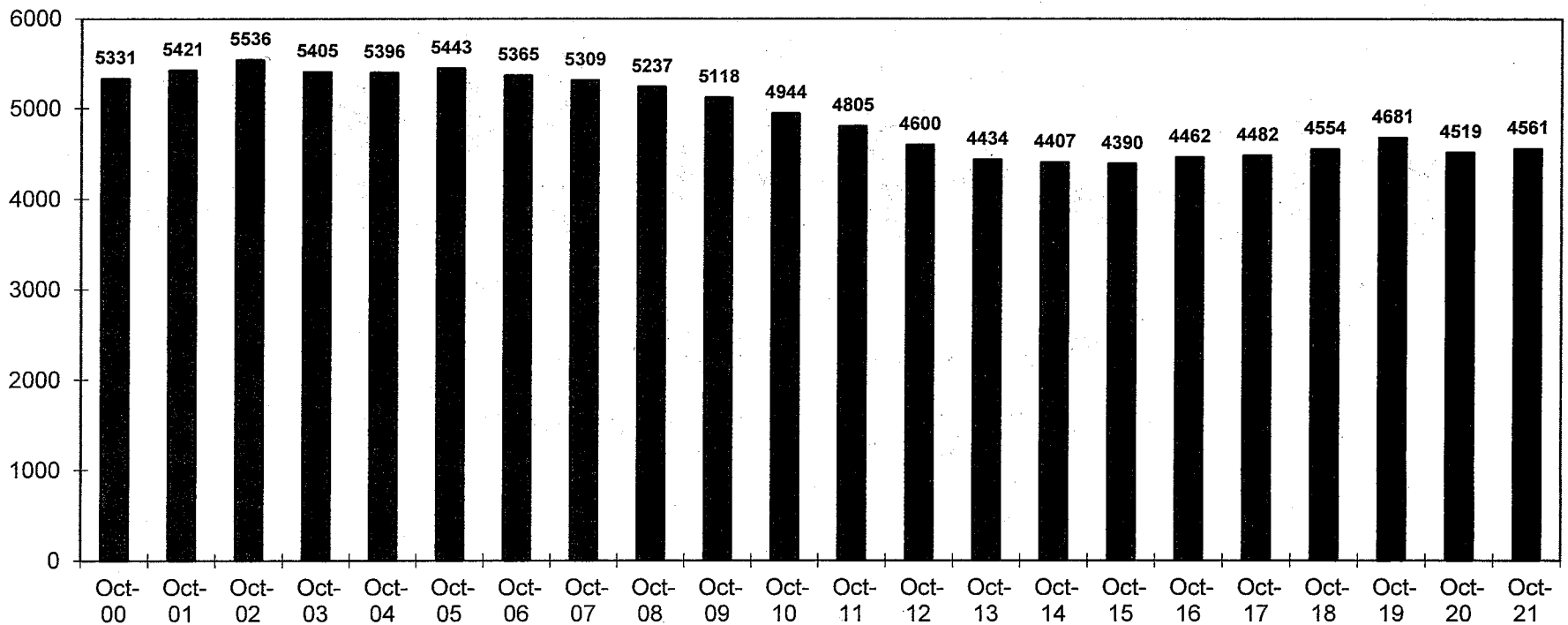
Pandemic Enrollment Trends

- **Enrollment in all four counties of the Puget Sound is still below where it was in October 2019.**
- **King County continued to see a decline in enrollment this year. Kitsap, Pierce, and Snohomish saw net gains this year.**
- **Enrollment gains over the past year are concentrated in outlying suburban areas. In King County we saw the largest net gains in Snoqualmie Valley (North Bend, Snoqualmie), Auburn, and Tahoma (Maple Valley).**
- **In Snohomish we saw more growth in "farther out suburb areas", for example -- Arlington, Granite Falls, Lake Stevens, Lakewood, Marysville, Stanwood, and Snohomish. The one exception to this was Everett which saw a net gain of 99 students.**

District Enrollment Trend

October Headcount
State P223 Reports

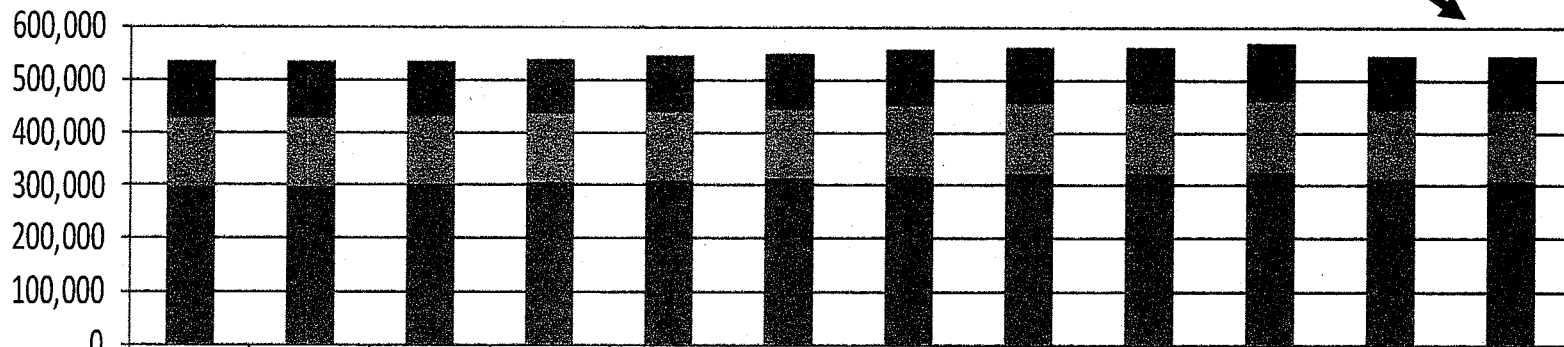
Note: This data does NOT include students enrolled in Full-Time Running Start.



Puget Sound Enrollment Trends (Four County Region)

There has been a net loss of almost 23,000 students in two years in the four-county region.

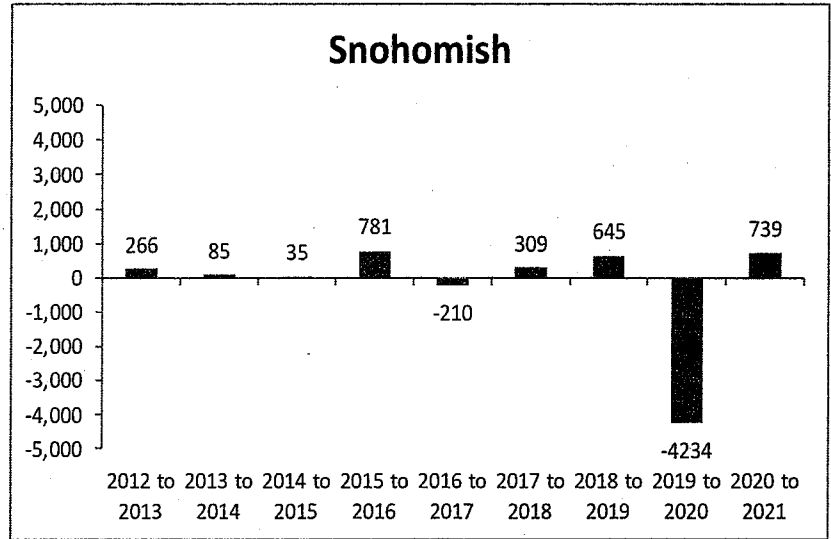
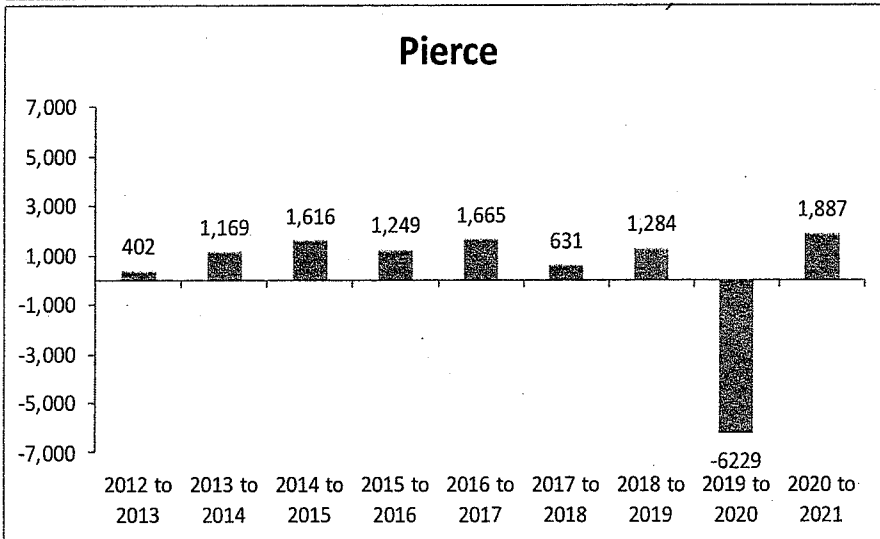
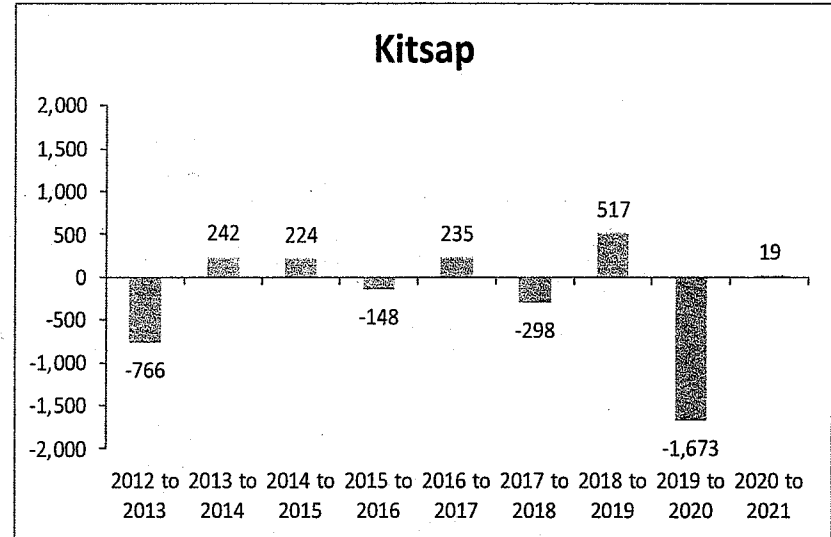
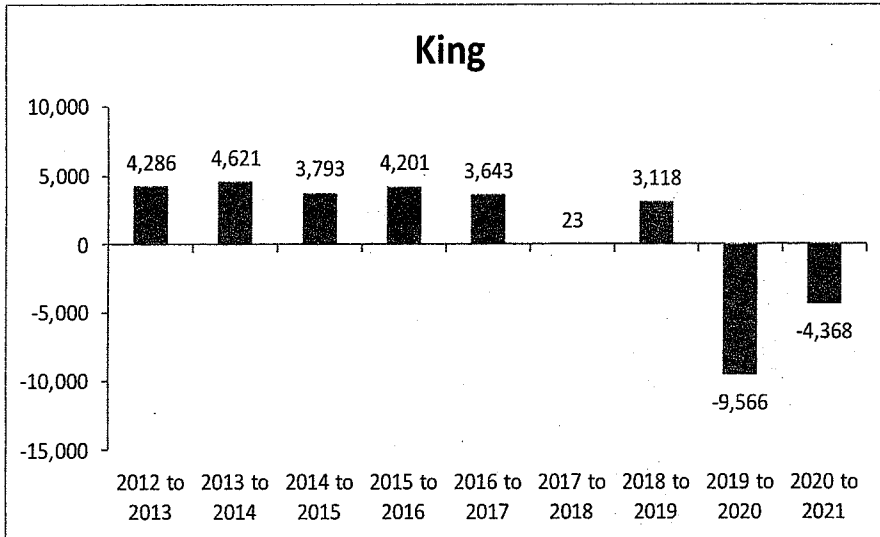
Public School Enrollment for the Puget Sound King, Kitsap, Pierce, and Snohomish County



	Oct10	Oct11	Oct12	Oct13	Oct14	Oct15	Oct16	Oct17	Oct18	Oct19	Oct20	Oct21
■ Snohomish	109,457	108,724	107,891	108,186	108,242	108,277	109,058	108,848	109,157	109,777	105,543	106,282
■ Pierce	128,698	128,413	126,930	127,332	128,501	130,117	131,366	132,940	133,571	134,855	129,040	130,927
■ Kitsap	37,156	36,751	35,975	35,547	35,451	35,675	35,527	35,762	35,464	35,897	34,308	34,327
■ King	259,516	262,319	266,260	270,546	275,167	278,960	283,161	286,801	286,824	289,942	280,377	276,009

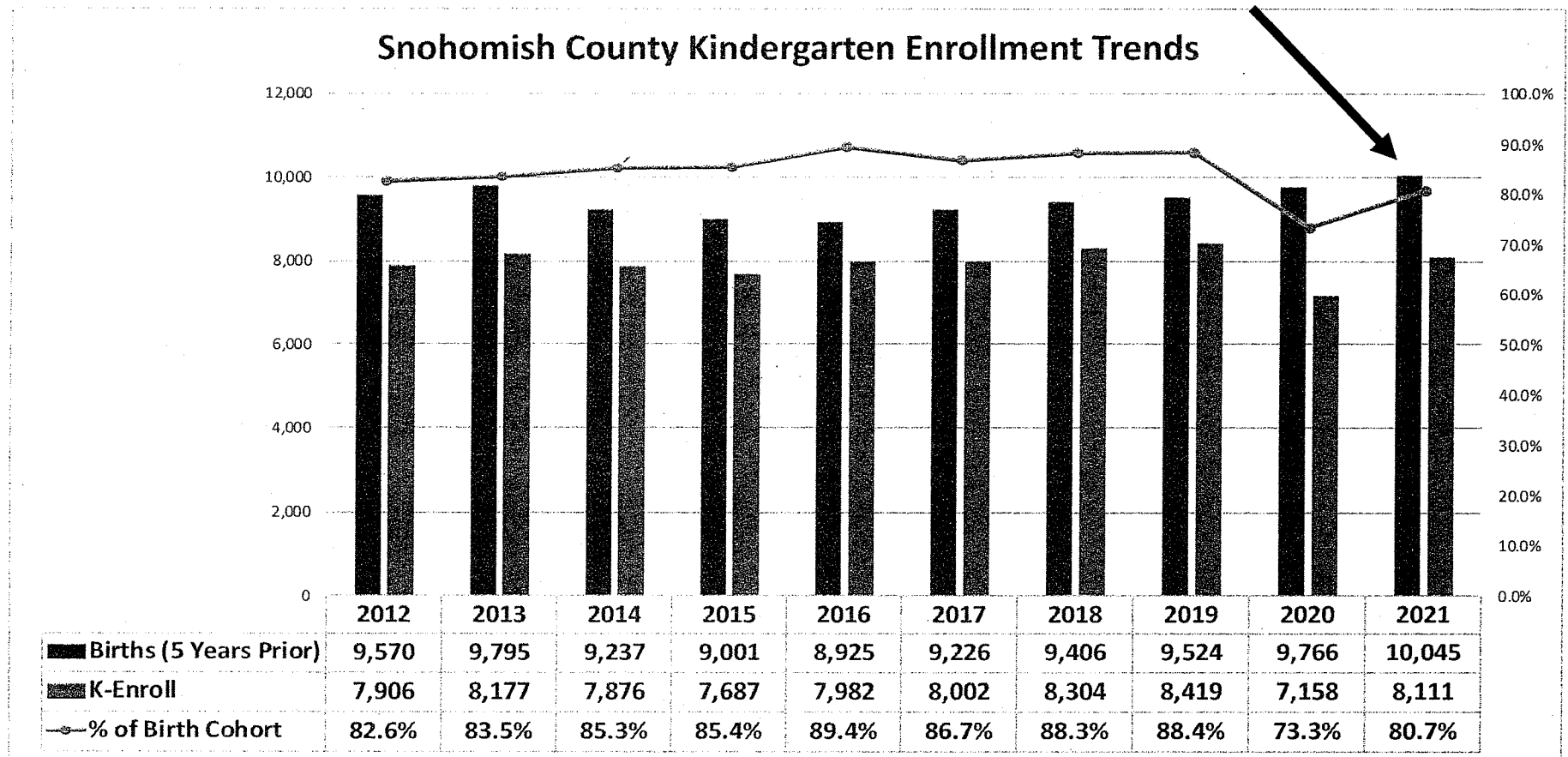
Annual Net Change in Enrollment by County Since 2012

(Numbers may have changed since the original reporting date)



Kindergarten Trends in the County

Kindergarten enrollment in the County is still well below where it should be. Before the pandemic kindergarten enrollment in the county was 88% of the births (from five years prior). In 2021 it's up a bit from 2020 but still only at 81%



Snohomish County Public School Districts P223

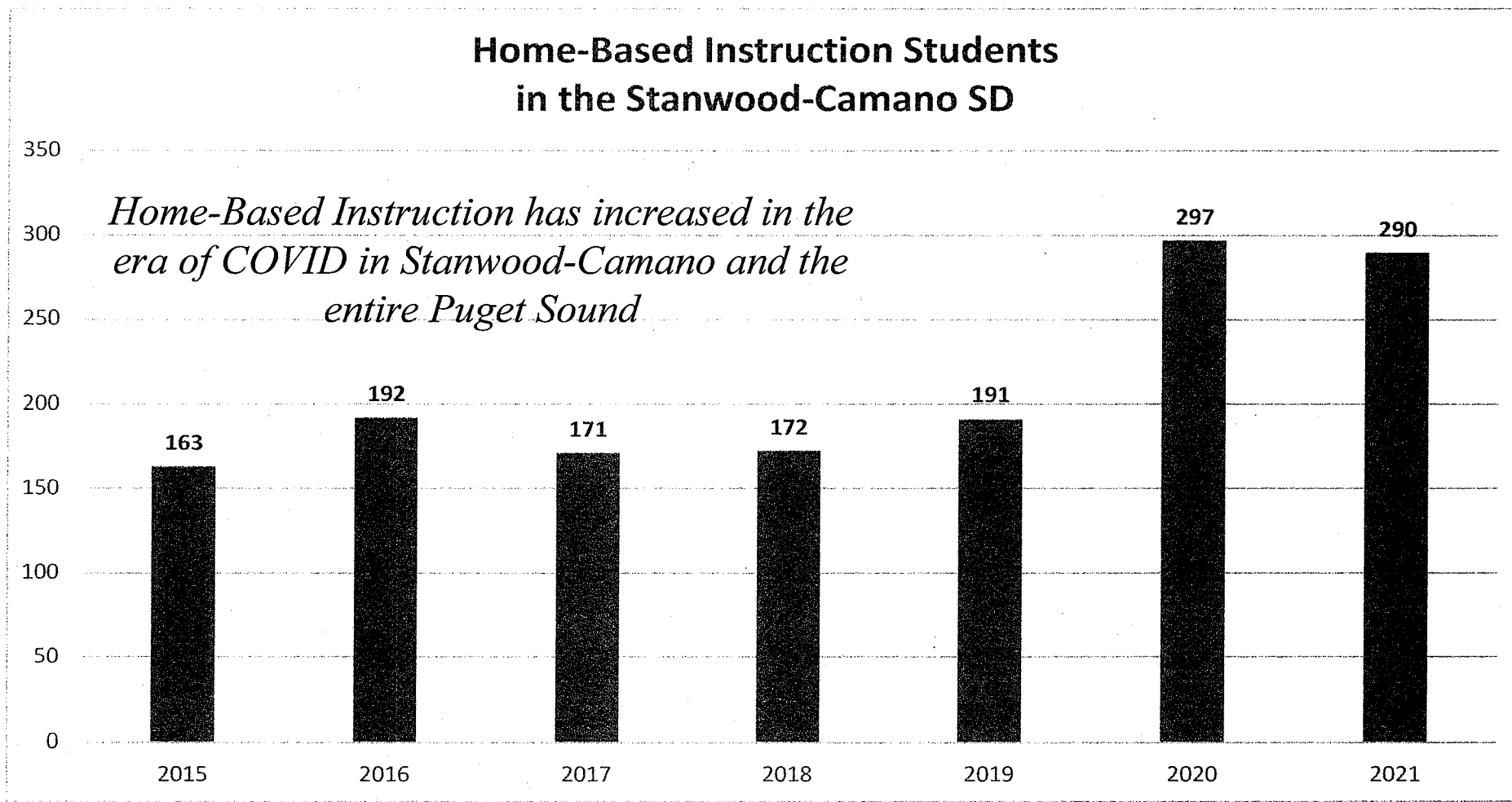
Change in Enrollment Oct 2020 and Oct 2021

	Oct 2019	Oct 2020	<u>Oct 2021</u>	Change Oct20 to Oct21	% Change
Snohomish					
Arlington	5,671	5,276	5,344	68	1.3%
Darrington	424	397	407	10	2.5%
Edmonds	20,494	20,013	19,917	-96	-0.5%
Everett	20,170	19,539	19,633	94	0.5%
Granite Falls	1,997	2,018	2,117	99	4.9%
Index	31	28	24	-4	-14.3%
Lake Stevens	9,255	8,882	9,345	463	5.2%
Lakewood	2,514	2,477	2,586	109	4.4%
Marysville	10,201	9,825	9,901	76	0.8%
Monroe	6,577	6,066	5,881	-185	-3.0%
Mukilteo (Includes Skills Center)	16,034	15,445	15,355	-90	-0.6%
Snohomish	9,746	9,179	9,257	78	0.8%
Stanwood	4,682	4,521	4,560	39	0.9%
Sultan	<u>1,981</u>	<u>1,877</u>	<u>1,955</u>	<u>78</u>	4.2%
Total	109,777	105,543	106,282	739	0.7%
Change		-4,234	739		

Home-Based Instruction Students Reported by the District

(Not in District schools or Virtual Schools)

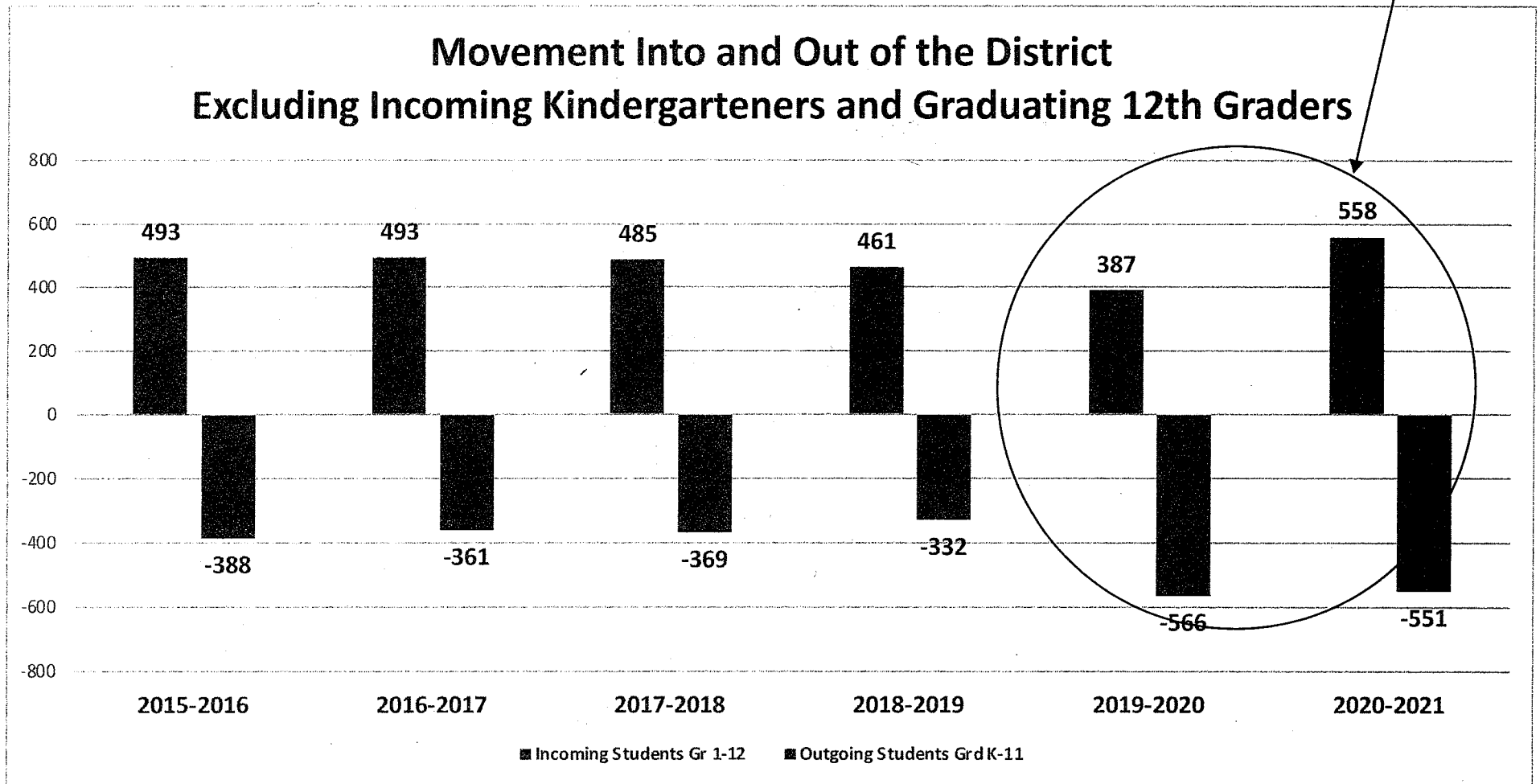
OSPI Home-Schooling Report



Movement into and Out of the District

(Excluding incoming kindergarten students and graduating 12th graders.)

Fewer new students moved in during the pandemic and more left or stayed out of school. Between 2020 and 2021 more students returned but many are still out or have left the District.



Births

Trends and a Forecast

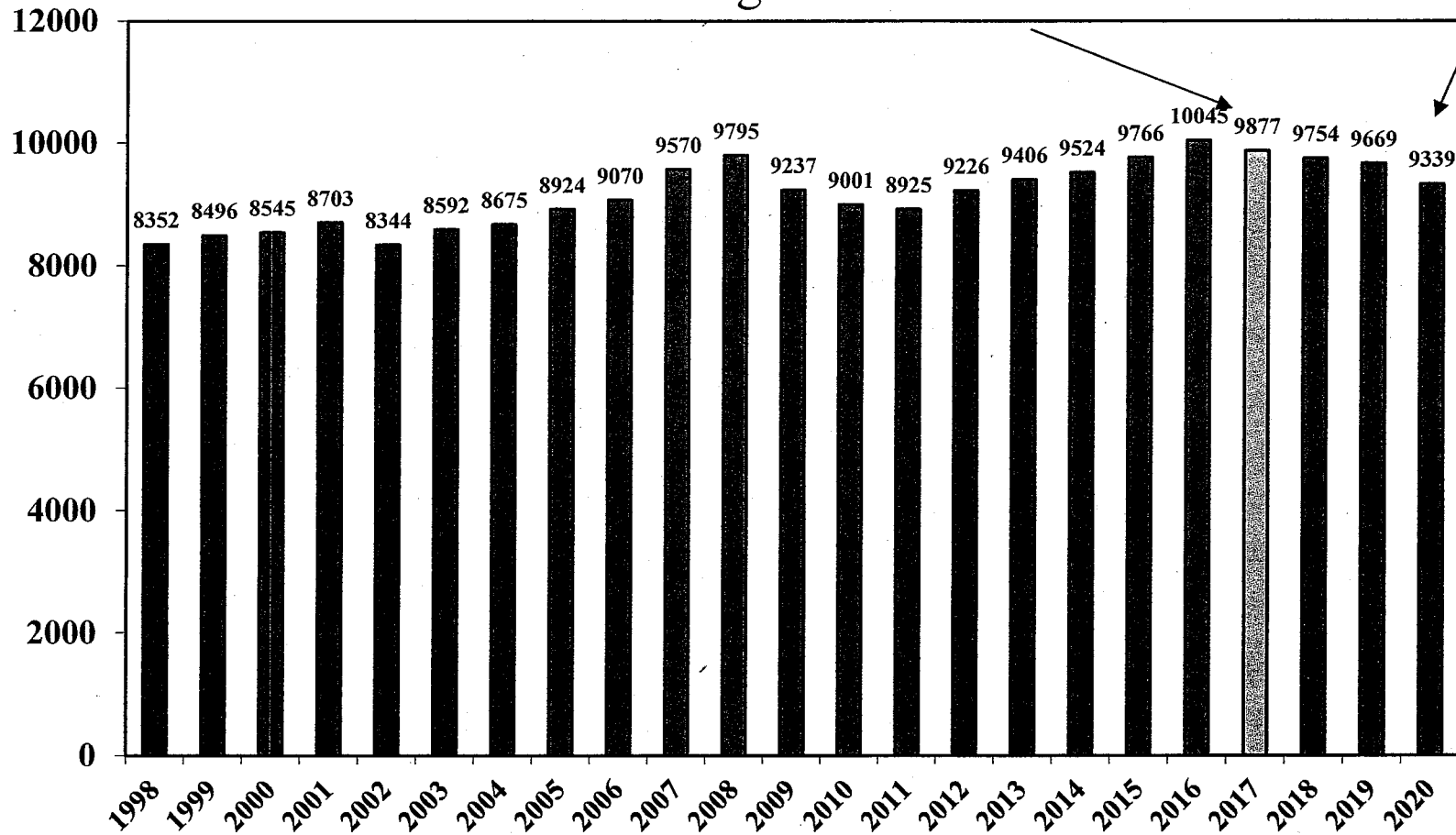
Birth Trends

- The number of births in Snohomish County in 2019 was 9,339 (State Department of Health). This is the fourth straight year that births in the County have declined. This is a national trend as well.
- Births in King County have also declined over the past four years. The decline in King County is due to women have fewer children (lower fertility rates). Fertility rates are higher in Snohomish County but still below the replacement rate of about two children per female.
- Births in Island County which includes the Camano-Island portion of the District are similar to the broader Puget Sound. Births declined in 2020 and are projected to remain lower on average going forward in comparison to the past decade (based on recent fertility rates). Again, women in many areas of the country are having fewer children and waiting longer to have children.
- Given recent trends, our current long-range projection of births is lower than in past years. This in turn means that we are predicting less growth in the K-12 population in the Puget Sound Region compared to the forecasts from a few years ago.
- Projection of the District's kindergarten population is based on consideration of both Snohomish and Island County births. We expect the District's share of the kindergarten population to rise as we move past the worst effects of the pandemic. New housing should also lead to an increase.

Snohomish County Births

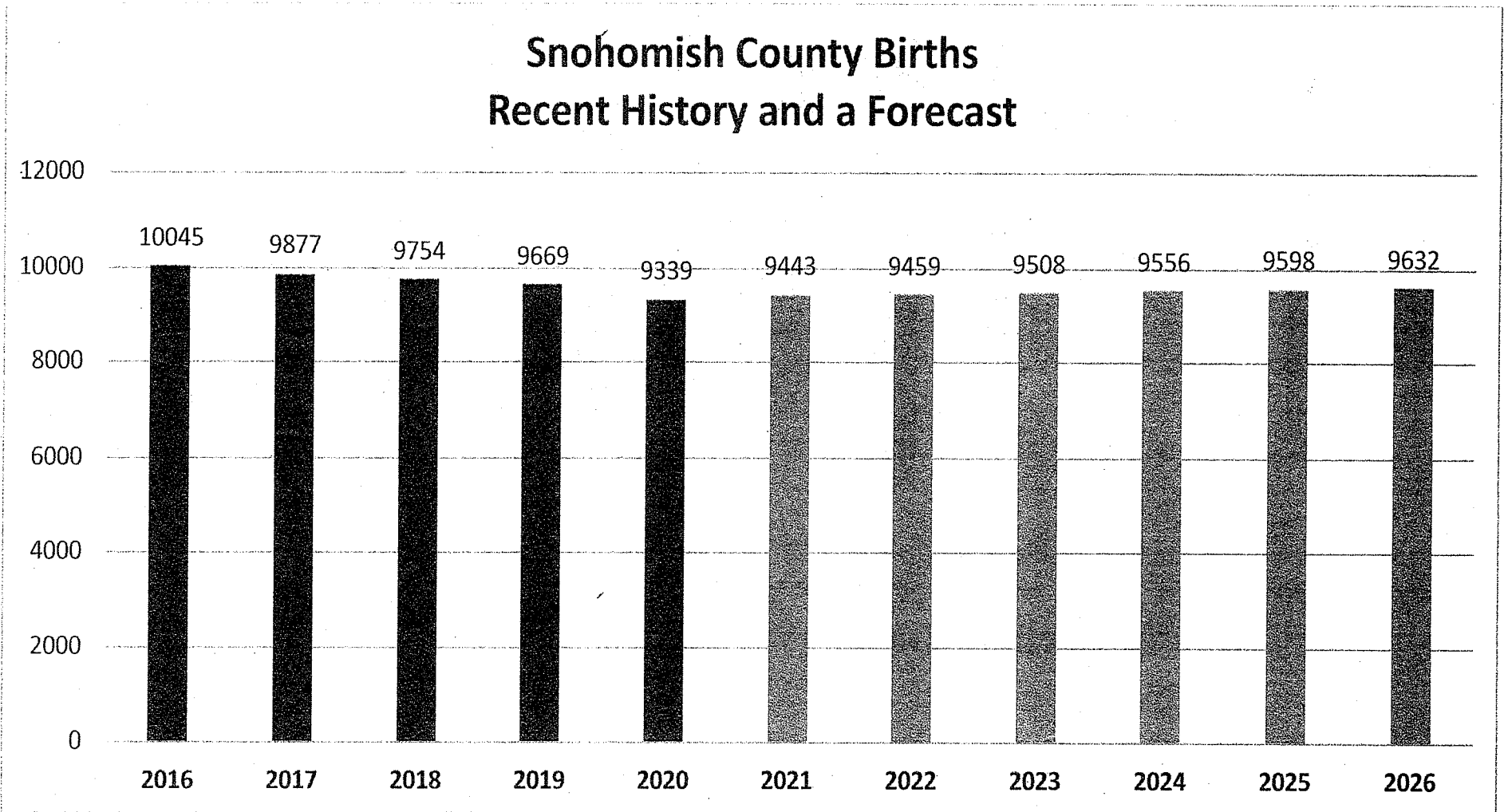
Births are trending down.

Next Year's Kindergarten Class



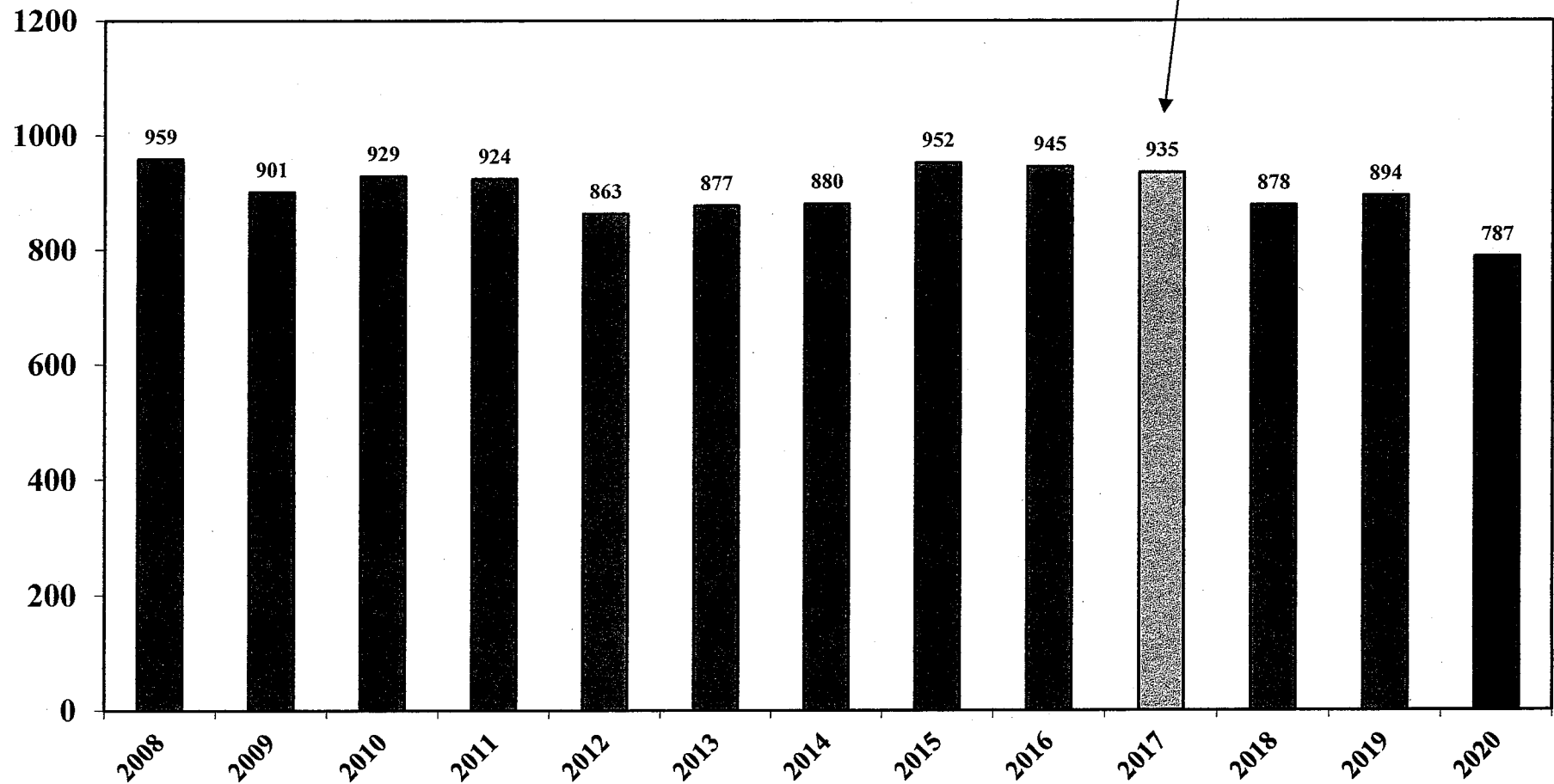
Snohomish County Birth Forecast

Forecast is in Light Purple

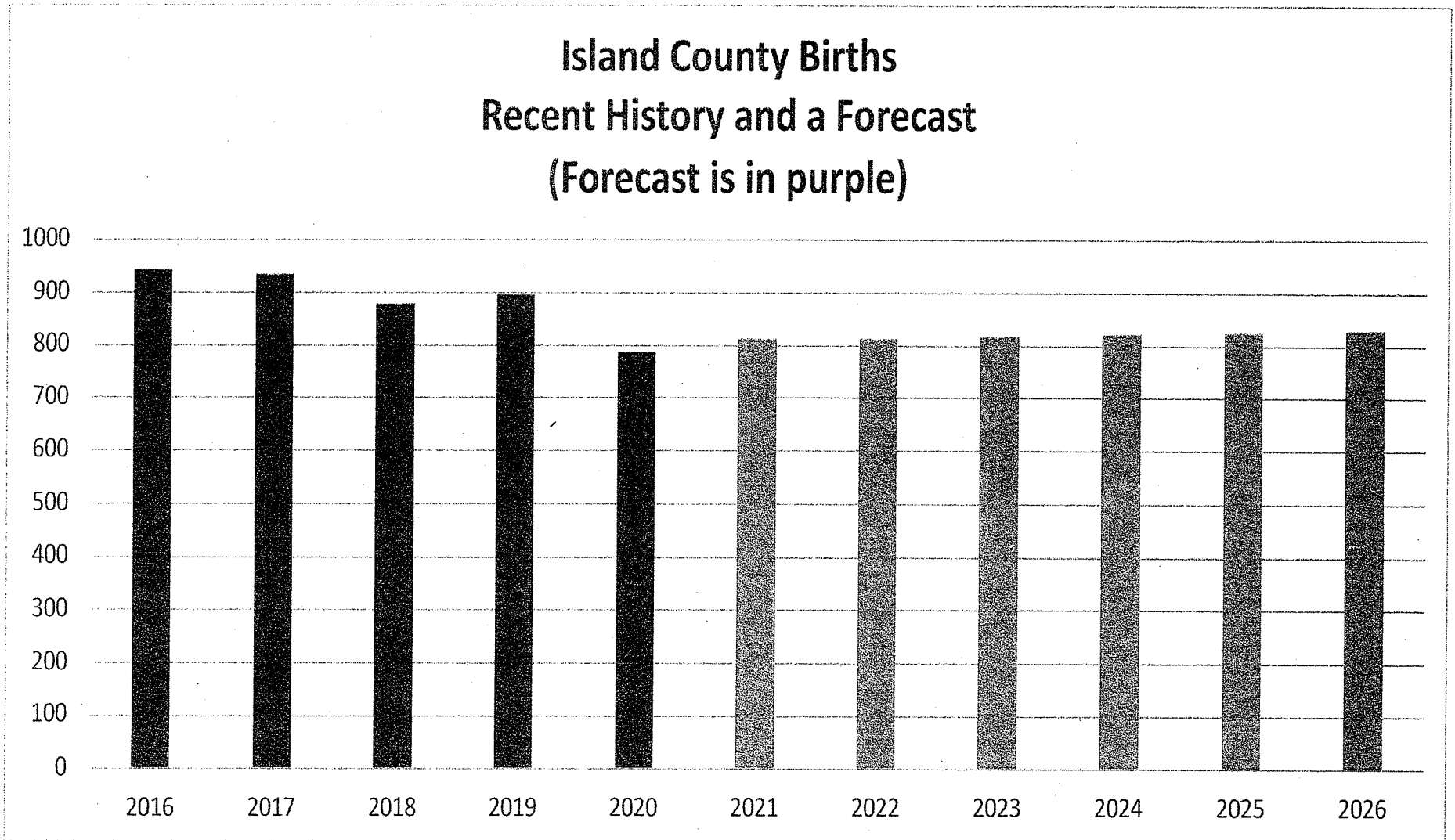


Island County Births

Next Year's Kindergarten Class



Island County Birth Forecast



Population Trends

Trends and a Forecast

Population Trends

Population Highlights

- In 2020, the population of Snohomish County grew at the lowest rate since 2014 according to State estimates.
- Population growth appears to be better in 2021, as more people are migrating from King County to other areas in the Puget Sound (State data).
- The population of Camano Island has already exceeded the estimates from a 2016 Island County Growth Management report.

Forecast of the District Population

- We projected the Camano Island population based on the State Medium Range Growth Management Forecast. First, we projected Island County by applying the rate of growth assumed in the State forecast from 2020 to 2030 to the 2020 population Census count for the County. We then assumed that the relationship between Camano Island's growth and the overall county would be similar to what it was in the past decade. Based on this method Camano Island adds approximately 1,100 new residents by 2030. Not all these residents will live on Camano Island full time. The vacancy rate on the Island is quite high, suggesting that some people live there for only part of the year.

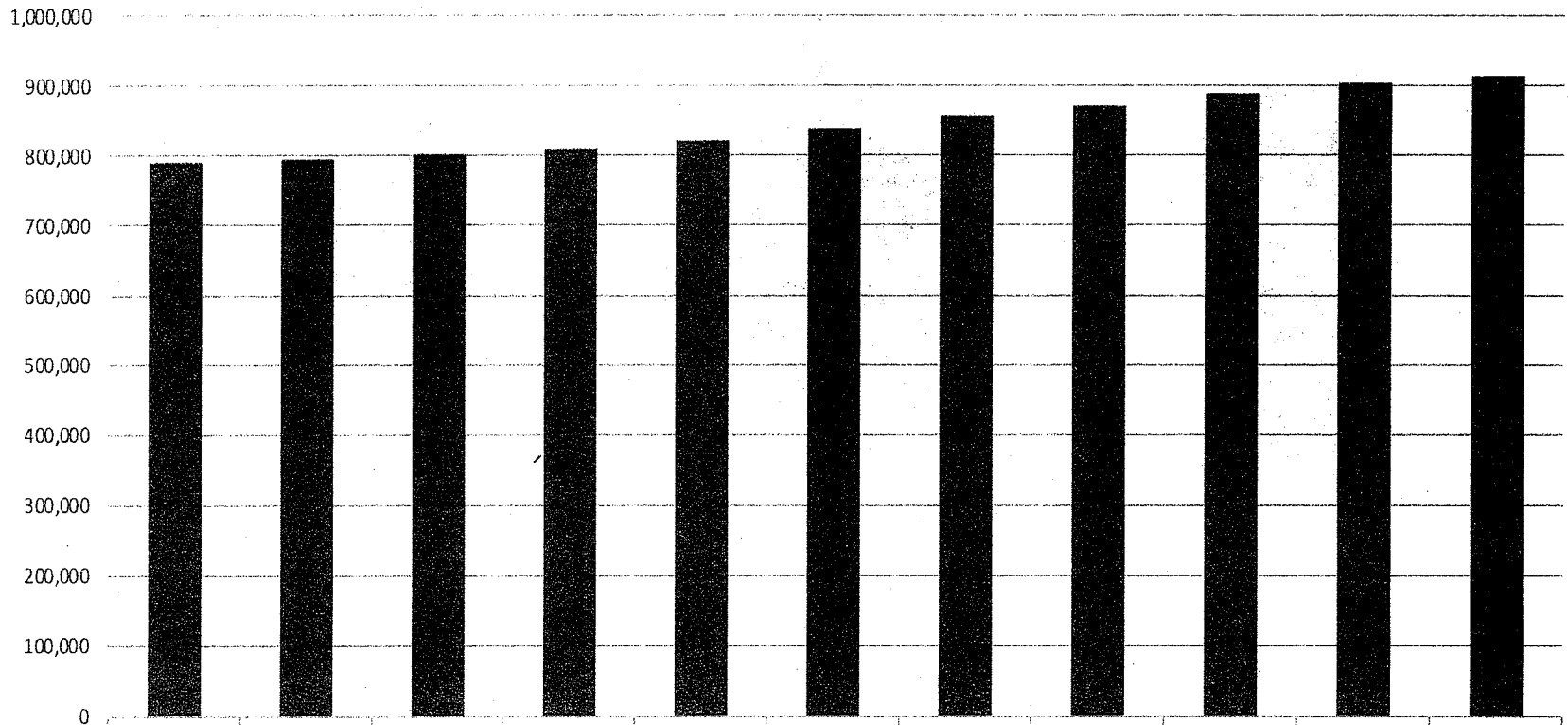
Population Trends

Forecast of the District Population Continued

- We considered two sources to predict future populations for the Snohomish County portion of the District. First, we used projections of population growth for school districts available from Snohomish County for the years 2027 and 2044. We used the rate of growth assumed in these forecasts, applied to the Census 2020 population count for the school district (after subtracting out the Camano Island portion).
- We also considered the rate of growth assumed in the Medium Range Growth Management forecast for Snohomish County available from the State. That forecast assumes a growth rate of about 1.3% annually for the County between 2020 and 2030. This is higher than the rate assumed by the Snohomish County planning office for the District, but we believe the recent trends showing migration to outlying regions and the extensive housing development in the District warrant the higher estimate. This is the estimate we used for our final population forecast for the Snohomish County portion of the District. This forecast assumes that approximately 2,700 additional residents will be added to this portion of the District population by 2030.
- The final preferred forecast number for the District is shown on page 29.

County Population

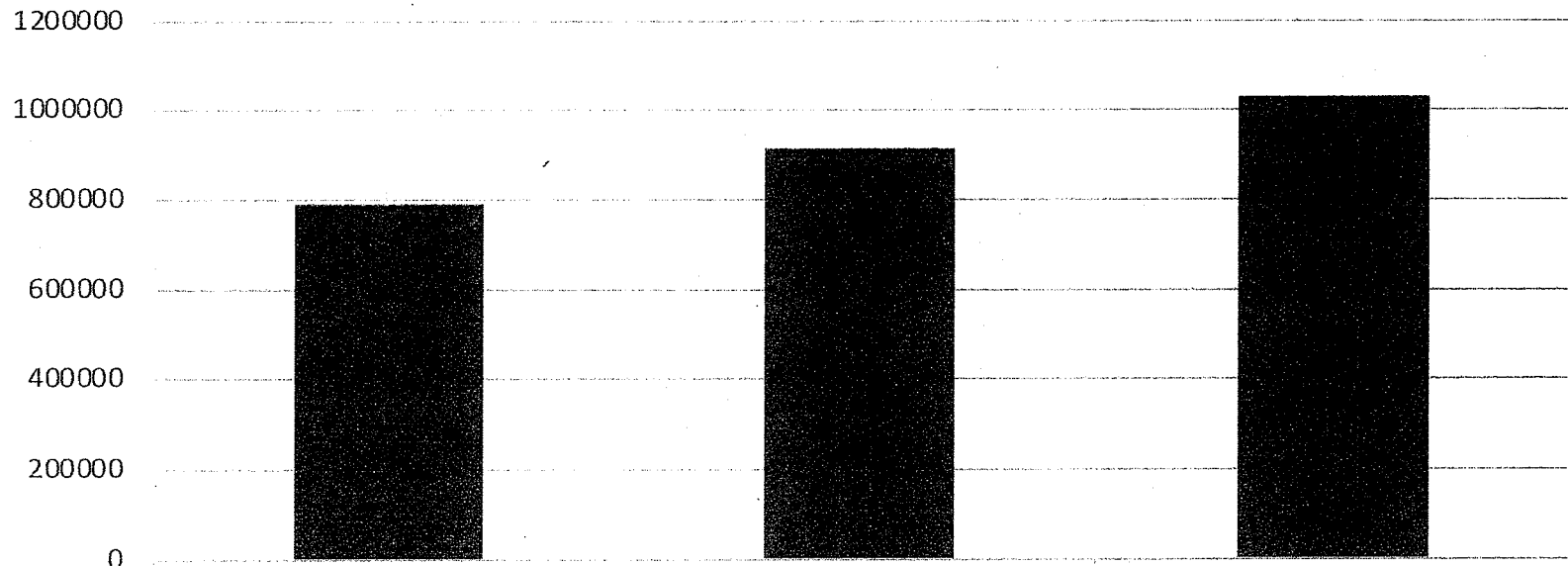
County Population 2010 to 2020
Between Census Estimates from OFM



	Census 2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Census 2020
■ Snohomish County	713335	717000	722900	730500	741000	757600	772860	789400	805120	818700	827,927
■ Island County	78,506	78,800	79,350	79,700	80,000	80,600	82,910	82,790	83,860	84,820	86,857

County Population History and a Forecast*

Population History and a Forecast
Snohomish and Island County



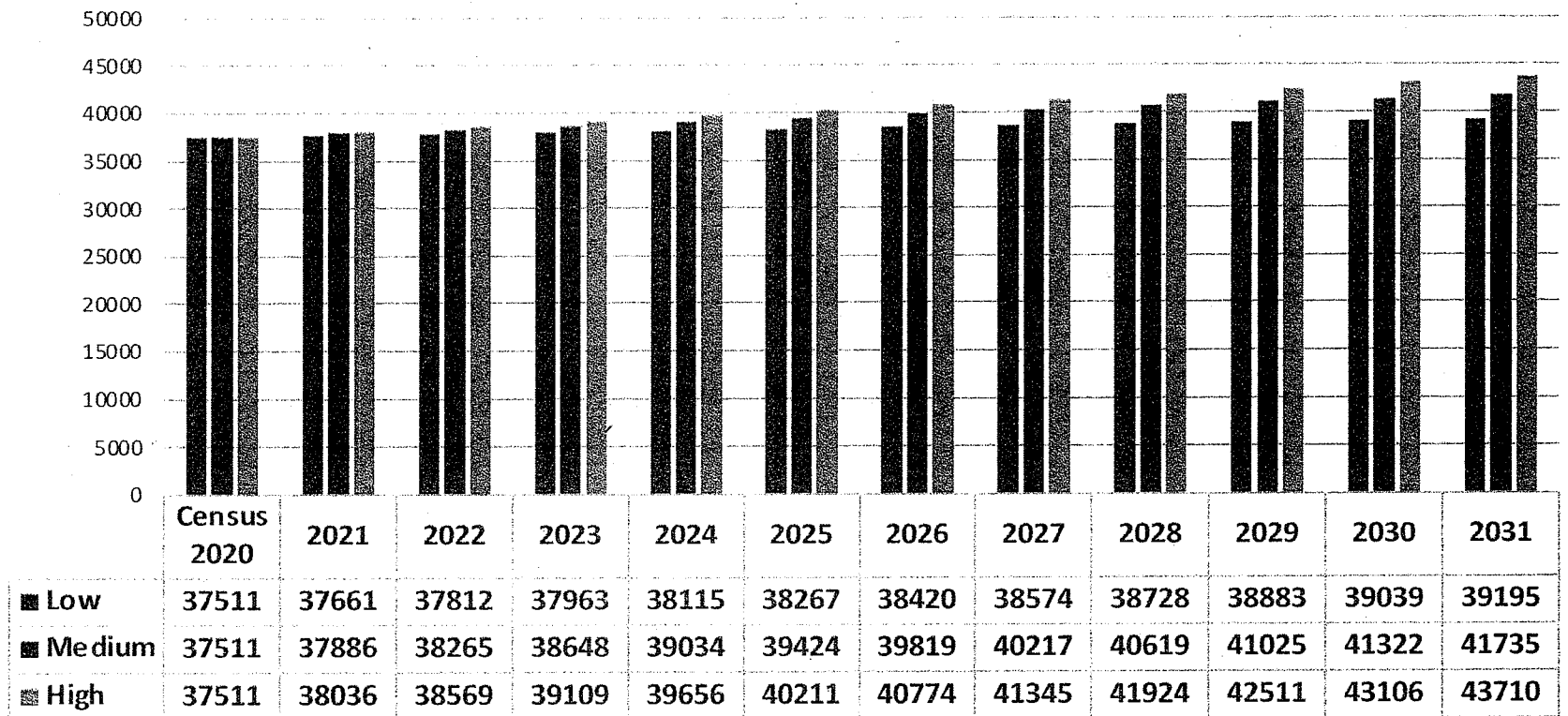
*The 2030 forecast applies the growth rate assumed between 2020 and 2030 in the Medium range growth management forecasts from the State to the 2020 Census number for each county to create a projection for 2030.

District Population History and a Preferred Forecast

Population History and Forecast for the District			
	Census Counts		Forecast
	<u>2010</u>	<u>2020</u>	<u>2030</u>
Camano Island	15,661	17,042	18,100
Snohomish County Part*	17,246	20,469	23,222
District Total	32,907	37,511	41,322
	Change	4604	3811
	% Change	14.0%	10.2%
	Annual %	1.4%	1.0%
* The Snohomish County portion was estimated by taking the Census Count of the District population for 2010 and 2020 and subtracting the Census Count of the population for Camano Island.			

Low, Medium, and High District Population Forecast

Low, Medium, and High Population Forecasts for the District



Housing

Trends and a Forecast

Housing Trends

Housing Highlights

- According to Census redistricting data there were 1,406 housing units added to the District's housing stock between the 2010 and 2020 Census.
- Home sales in the Snohomish County portion of the District showed a distinct upward trend from 2014 to 2017 as the District and the region recovered from the bursting of the housing bubble that started in 2007. Sales have been rising slightly over the past three years and are higher in 2021 than they were in 2020. Demand for homes is still high in the region.
- We do not have home sales data for Camano Island. Based on the Census redistricting data an additional 511 units (the net gain) were added to the Island between 2010 and 2020. Based on the 2020 Census data there are close to 9,000 housing units on the Island with approximately 1,500 of those units being vacant. Based on the average household size, recent permit data and our population forecast we estimate that another 450 **new** units (not rebuilt or redesigned) will be added to the Island's housing stock between 2020 and 2030.
- There are about 525 new housing units that have recently been built and occupied in the Stanwood portion of the District. Approximately 1000 units could be added over the next six to seven years. We do not have precise units counts on some pre-application projects.

Housing Trends

Housing Forecast

- Between 2020 Census and 2030 we are predicting that an additional 1,700 units will be added to the District's housing stock (some of these units have already been added). This includes Camano Island and the Stanwood portion of the District. This is based on the pipeline data and estimates of how many units might be needed to accommodate future population growth (using estimates of average household size).
- This compares to the 1,406 units that were added to the District's housing stock between the 2010 and 2020 Census period.
- Using this housing forecast, we can make some estimates of how many students the District might have in the future by looking at the number of students per house.
- There were about 28 students for every 100 housing units in the District prior to the onset of the pandemic in 2020. This includes all housing, both new and existing.

Housing Trends

- We believe this number will rise to an average of about 30 students for every 100 units as we get past the pandemic, and new housing stock is added. This number could drop some in the latter part of the decade as the graduating classes increase in size.

Housing Forecast and Students

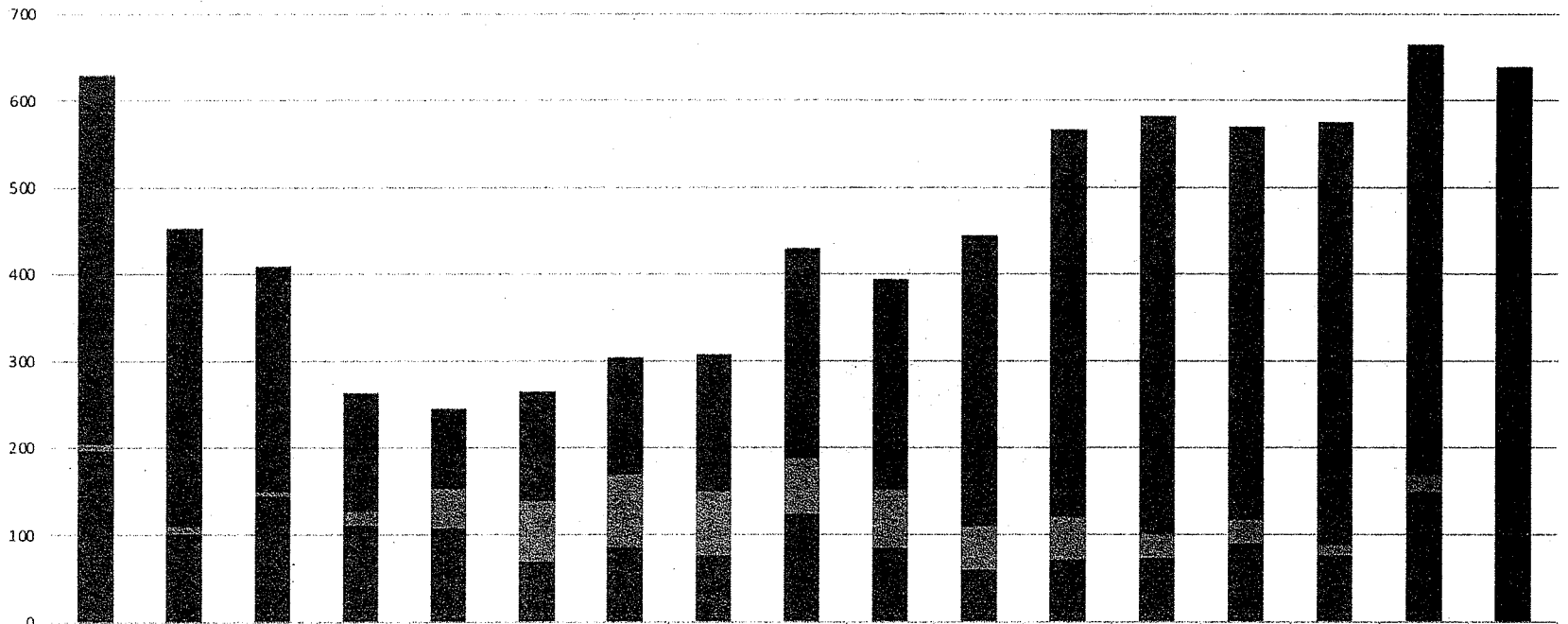
- The number of students per house estimate along with our forecast of future housing can be used to estimate the District's enrollment in the future.
- The forecast section of this report presents two estimates using this method. One method uses the 28 students per 100 homes from recent years, and the other uses the higher estimate of 30 students for every 100 homes.
- These estimates are Different from student generation rates which only look at the number of students coming from NEW homes, rather than ALL homes.
- The results of these methods are presented and discussed in the forecast section of the report.

Total Home Sales: Sales in the Stanwood Portion of the District

Source: Metro-Study Assessor's Data 2005-2021

*The Numbers For a Given Year Are Subject to Change Based on Updates by County Personnel
The Trend is More Important than the Specific Numbers for Each Year*

Home Sales in the Stanwood Portion of the District



	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Existing Homes	425	344	260	137	93	125	135	157	242	243	335	445	482	453	487	497	538
Bank REO	9	7	4	15	45	70	83	75	63	66	49	50	27	27	13	19	1
New Housing	190	97	140	91	58	23	21	24	58	41	35	60	66	81	71	148	99
Foreclosure	6	5	5	20	49	46	65	51	66	44	25	11	7	9	4	1	1

Housing in the District

Recent History and a Forecast

Housing History and Forecast	Census Counts*		Forecast
	<u>2010</u>	<u>2020</u>	<u>2030</u>
	Camano Island	8,485	8,996
Snohomish County Part*	7,102	7,997	9,247
District Total (Census Total)	15,587	16,993	18,693

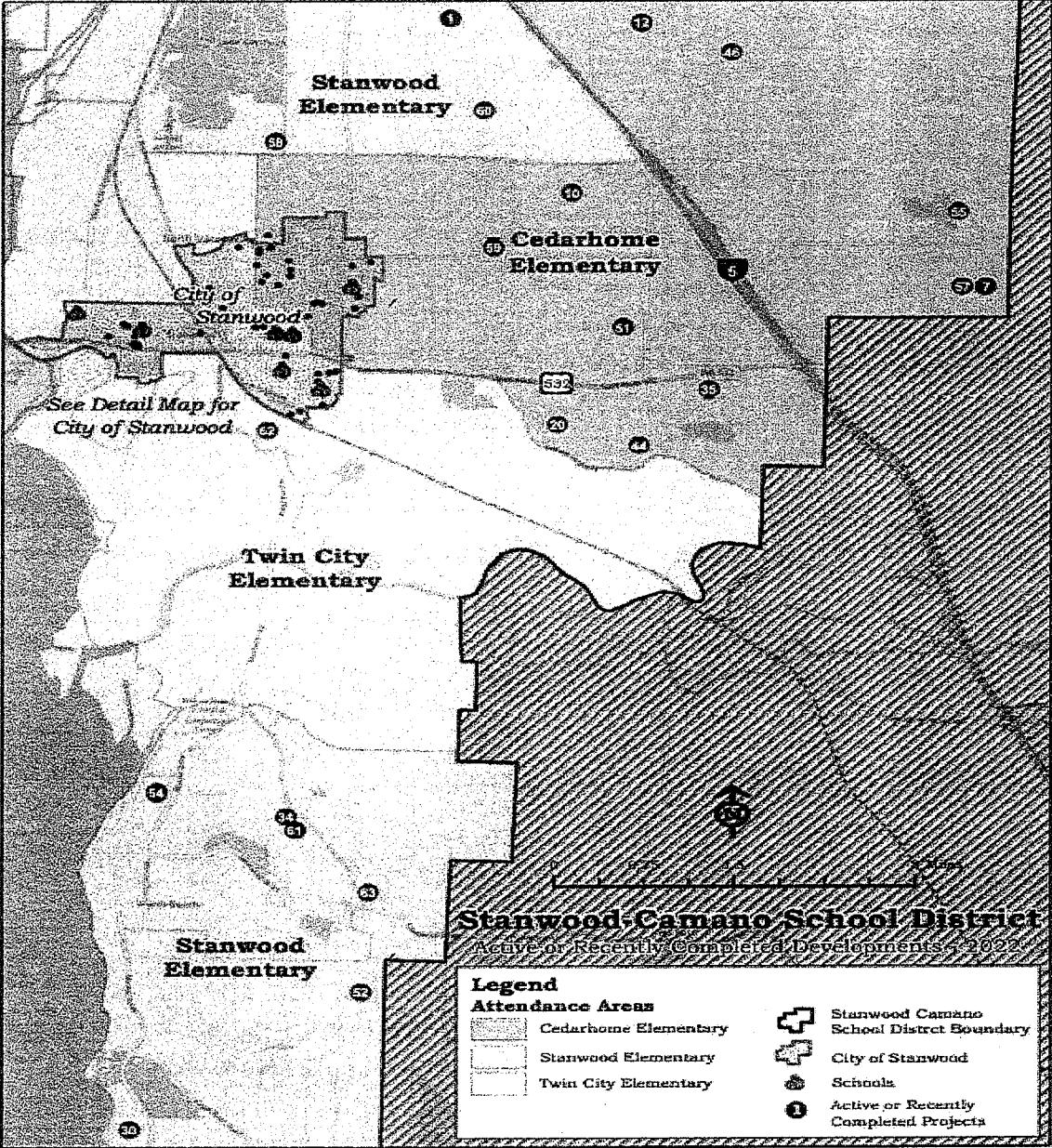
* These are housing estimates for different parts of the District.

Please Note: Anywhere from 1,500 to 2,000 of the housing units on Camano Island are vacant at specific times of the year according to Census data. This means that there are approximately 7,500 homes on the Island that have the potential to impact enrollment.

Recently Completed and Future Developments in the Stanwood Portion of the District

MapID	Jurisdiction	ProjectName	PropAddress	City	Zip	NHTStatus	JurisStatus	Complete	NHTUpdateDate	EstorMntType	PropUnits	Occupied	Under	Start	End	Future				
1	Snohomish County	4 Bams Estates	5502 324TH ST SW	Stanwood	98292	Sold Out	BO 1Q21	Yes	March 2021	Single Family	6	6	0	0	0	0				
2	City of Stanwood	August's Landing	7017 276TH ST NW	Stanwood	98292	Sold Out	BO 3Q21	Yes	October 2021	Single Family	9	9	0	0	0	0				
3	City of Stanwood	Bakerview Preliminary PRD	7510 284TH ST NW	Stanwood	98292	Review	Routed and pending staff review	No	2/22/2022	Single Family	74	0	0	0	0	74				
4	City of Stanwood	Bakerview Preliminary PRD	7510 284TH ST NW	Stanwood	98292	In for Permit	Routed and pending staff review	No	2/22/2022	Duplex	28	0	0	0	0	28				
5	City of Stanwood	Bakerview Preliminary PRD	7510 284TH ST NW	Stanwood	98292	In for Permit	Routed and pending staff review	No	2/22/2022	Townhouse	12	0	0	0	0	12				
6	City of Stanwood	Brandt Short Plat	7815 272nd St. NW	Stanwood	98292		Issued	No	9/20/2019	Single Family	4	0	0	0	0	4				
7	Snohomish County	Brookside RB	999 PENDING	Arlington	98223	Review	Future	No	December 2021	Single Family	30	0	0	0	0	30				
8	City of Stanwood	Brunner Townhomes	26830 94th Drive	Stanwood	98292		Issued	No	8/12/2021	Townhouse	3	0	0	0	0	3				
9	City of Stanwood	Buddy Shelters	8353 Hennings Dr	Stanwood	98292		Issued	No	12/18/2020	Townhouse	4	0	0	0	0	4				
10	Snohomish County	Bumgarner	29505 40TH AVE NW	Stanwood	98292	Prelim Approval	Future	No	Jan 2022	Single Family	5	0	0	0	0	5				
11	City of Stanwood	Cambridge Place	7000 265th St. NW	Stanwood	98292		Issued	Yes	3/1/2019	Apartment	81	81	0	0	0	0				
12	Snohomish County	Cartwright Meadows	3002 324TH ST NW	Stanwood	98292	Sold Out	BO 3Q21	Yes	June 2021	Single Family	10	10	0	0	0	0				
13	City of Stanwood	Cedar Hill Estates	7831 284TH ST NW	Stanwood	98292	Sold Out Sales Pending	Issued	Yes	12/16/2020	Single Family	78	35	9	22	43					
14	City of Stanwood	Cedarhome Crest Phase II (Apartments)	7831 284TH ST SW	Stanwood	98292	Permitted	Ready to Issue	No	1/22/2020	Apartment	18	0	0	0	0	18				
15	City of Stanwood	Cedarhome Crest Phase II (Townhomes)	7831 284TH ST SW	Stanwood	98292	Sold Out	Ready to Issue	No	1/22/2020	Townhouse	6	4	0	0	0	2				
16	City of Stanwood	Cedarhome Square (attached)	64TH CT NW & 248TH ST NW	Stanwood	98292	Sold Out	BO 1Q21	Yes	February 2021	Townhouse	24	24	0	0	0	0				
17	City of Stanwood	Cedarhome Square (detached)	68TH AVE NW & 284TH ST NW	Stanwood	98292	Sold Out	BO 2Q21	Yes	April 2021	Single Family	105	105	0	0	0	0				
18	City of Stanwood	Chandler's Reserve	28414 80TH AVE NW	Stanwood	98292	Prelim Approval	Issued	No	5/21/2021	Single Family	91	0	0	0	0	91				
19	City of Stanwood	Clausen Short Plat	7111 276th St NW	Stanwood	98292		GIM Complete	No	1/25/2022	Single Family	4	0	0	0	0	4				
20	Snohomish County	Corsair Heights	258TH AVE NW & 36TH AVE NW	Stanwood	98292	Sold Out	Act 1Q12	Yes	Jan 2022	Single Family	12	5	2	5	7					
21	City of Stanwood	Creekside Apartments Phase III	7011 Pioneer Highway	Stanwood	98292		Issued	No	5/19/2021	Apartment	60	0	0	0	0	60				
22	City of Stanwood	Decker Short Plat	277TH ST & 66TH DR NW	Stanwood	98292	Sold Out	BO 4Q20	Yes	July 2020	Single Family	9	9	0	0	0	0				
23	City of Stanwood	Gilbertson Short Plat	27828 85th Drve	Stanwood	98292		GIM Complete	No	9/8/2021	Single Family	2	0	0	0	0	2				
24	City of Stanwood	Grandview Lot 16	26323 72nd Drive	Stanwood	98292		Routed and pending staff review	No	6/7/2021	Apartment	34	0	0	0	0	34				
25	City of Stanwood	Grandview Lot 2	26579 72nd Ave NW	Stanwood	98292		Routed and pending staff review	No	6/7/2021	Apartment	36	0	0	0	0	36				
26	City of Stanwood	Hammond Short Plat	28217 80TH AVE NW	Stanwood	98292	Prelim Approval	Issued	No	5/26/2020	Single Family	6	0	0	0	0	6				
27	City of Stanwood	Kottick Property	7615 284th Street	Stanwood	98292		Inspections Complete	No	11/25/2020	Single Family	136	0	0	0	0	136				
28	City of Stanwood	MacEngineering Preliminary Subdivision	28025 80th Avenue	Stanwood	98292		Processing	No	8/3/2020	Single Family	110	0	0	0	0	110				
29	City of Stanwood	Madison Place	7022 265th Street	Stanwood	98292		Issued	Yes	12/1/2020	Apartment	45	45	0	0	0	0				
30	Snohomish County	Madrona Meadows	9303 EVERGREEN WAY	Stanwood	98292	Sold Out	BO 4Q21	Yes	September 2021	Single Family	5	5	0	0	0	0				
31	City of Stanwood	Meit Engineering Multi-Family	7919 272nd St	Stanwood	98292		GIM Complete	No	3/22/2021	Apartment	0	0	0	0	0	0				
32	City of Stanwood	Mineral Point	27619 68TH AVE NW	Stanwood	98292	Sold Out	Act 3Q17	Yes	January 2022	Single Family	79	77	0	0	0	0				
33	City of Stanwood	Pence Plat	7123 276th Street NW	Stanwood	98292		Issued	No	10/19/2021	Single Family	4	0	0	0	0	4				
34	Snohomish County	Reserve (The)	FRANK WATERS RD	Stanwood	98292	Review	Future	No		Single Family	6	0	0	0	0	6				
35	Snohomish County	Reserve at Sunday Lake (The)	1916 267TH ST NW	Stanwood	98292	Final Plat Review	Future	No	December 2021	Single Family	17	0	0	0	0	17				
36	City of Stanwood	Schulgen Mixed Use	7509 267TH ST NW	Stanwood	98292		GIM Complete	No	4/26/2021	Apartment	0	0	0	0	0	0				
37	City of Stanwood	Sebranke Mixed Use	8627 & 8629 271st Street	Stanwood	98292		GIM Complete	No	2/28/2021	Apartment	2	0	0	0	0	2				
38	City of Stanwood	Sequim LLC Townhomes	9430 269th Place	Stanwood	98292		Issued	No	8/19/2021	Townhouse	2	0	0	0	0	2				
39	City of Stanwood	Sequim LLC Townhomes	269th Place NW	Stanwood	98292		Resubmittal/More Info Required	No	2/10/2022	Townhouse	7	0	0	0	0	7				
40	City of Stanwood	Skyline	27923 80TH AVE NW	Stanwood	98292	Prelim Approval	Ready to Issue	No	11/27/2019	Single Family	9	0	0	0	0	9				
41	City of Stanwood	Solid GIM	9901 270th Street NW	Stanwood	98292		Inspections Complete	No	10/27/2020	Apartment	2	0	0	0	0	2				
42	City of Stanwood	Solid Investment GIM	9514 271st Street	Stanwood	98292		GIM Complete	No	7/22/2021	Townhouse	0	0	0	0	0	0				
43	City of Stanwood	Stanwood Townhomes	9520 270th St NW	Stanwood	98292		Issued	No	10/7/2021	Townhouse	6	0	0	0	0	6				
44	Snohomish County	Stilly View Estates	2803 254TH ST NW	Stanwood	98292		BO 2Q21	Yes		Single Family	6	6	0	0	0	0				
45	City of Stanwood	Sunset Division 2	27915 80th Ave NW	Stanwood	98292		Resubmittal/More Info Required	No	3/14/2022	Single Family	22	0	0	0	0	22				
46	Snohomish County	Sun Peak Estates	2017 316TH ST NW	Stanwood	98292	Sold Out	BO 4Q21	Yes	March 2021	Single Family	11	11	0	0	0	0				
47	City of Stanwood	Trailside	96TH AVE NW & 271ST ST NW	Stanwood	98292	Sold Out	BO 3Q21	Yes	September 2021	Single Family	14	14	0	0	0	0				
48	City of Stanwood	Upper Left Apartments	27408 72nd Ave NW	Stanwood	98292	Prelim Approval	Issued	No	3/17/2020	Apartment	31	0	0	0	0	31				
49	City of Stanwood	Valley Ridge Estates (attached)	7121 PIONEER HWY	Stanwood	98292	Prelim Approval	Future	No		Townhouse	66	0	0	0	0	66				
50	City of Stanwood	Valley Ridge Estates (detached)	7121 PIONEER HWY	Stanwood	98292	Prelim Approval	Future	No		Single Family	11	0	0	0	0	11				
51	Snohomish County	Village Ranch	27212 28TH ST NW	Stanwood	98292	Sold Out	BO 4Q21	Yes	March 2021	Single Family	8	8	0	0	0	0				
52	Snohomish County	Wkldridge	60TH AVE NE & 164TH ST NE (NW OF INTERSECTION)	Stanwood	98292	Sold Out	BO 4Q21	Yes	November 2020	Single Family	69	69	0	0	0	0				
53	City of Stanwood	Withers Final Plat	27131 96th Avenue	Stanwood	98292		Project Complete	Yes	5/11/2020	Single Family	2	2	0	0	0	0				
54	Snohomish County	Woods at Warm Beach	19625 MARINE DR	Stanwood	98292	Final Plat Review	Future	No		Single Family	7	0	0	0	0	7				
Totals											1428	625	11	27	901					

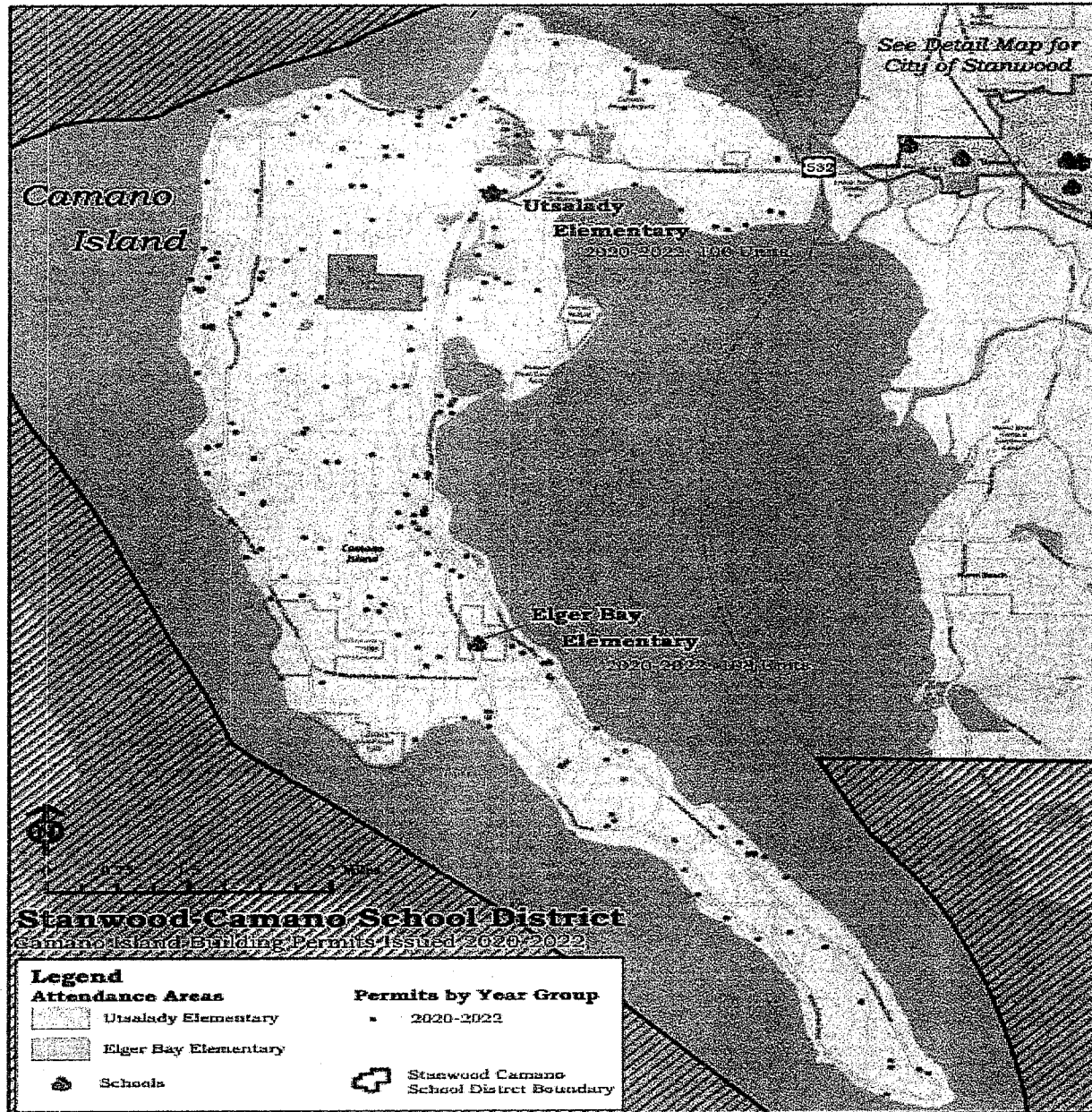
Overview Map of Developments in the Stanwood Portion of the District



Detailed Map of the Developments in the City of Stanwood



Recently Permitted Units on Camano Island



Enrollment Projections

Alternative Projection Models

Final District Forecast

School Forecasts

Alternative Projection Models

Our recommended forecast is a cohort model that extrapolates the recent trends into the future and then adjusts them for predicted changes in new housing development over the next decade using student generation rates. Before we created this model, we created some other models to help us see where enrollment is likely to land in the future using our preferred forecasts for population and housing growth in the District

Population Based Forecast: This is similar to a cohort forecast, except the numbers are adjusted for projected changes in population over time. This is a population-based forecast that assumes there is relationship between population growth in the District and enrollment. We extrapolated the growth trend from 2014 to 2019 into the future and then adjusted the numbers down to account for the fact that the population growth rate is projected to be slightly lower in the coming decade.

Population Based Forecast

Grade	<u>Oct-22</u>	<u>Oct-23</u>	<u>Oct-24</u>	<u>Oct-25</u>	<u>Oct-26</u>	<u>Oct-27</u>	<u>Oct-28</u>	<u>Oct-29</u>	<u>Oct-30</u>	<u>Oct-31</u>
K	364	359	356	344	348	349	350	352	354	355
1	389	377	372	369	356	360	361	363	364	366
2	378	407	394	389	386	373	377	377	379	381
3	374	396	427	414	409	405	391	395	396	398
4	388	388	412	444	430	424	421	406	411	412
5	338	400	401	425	459	444	438	435	420	424
6	362	345	409	410	435	469	454	448	444	429
7	330	363	346	410	411	436	470	455	449	445
8	351	340	373	356	422	423	449	484	468	463
9	359	354	343	377	359	426	427	453	488	472
10	367	363	358	347	381	363	430	431	457	493
11	316	329	326	321	311	342	326	386	387	410
12	<u>355</u>	<u>321</u>	<u>335</u>	<u>331</u>	<u>327</u>	<u>317</u>	<u>348</u>	<u>332</u>	<u>393</u>	<u>394</u>
Total	4670	4744	4853	4938	5033	5130	5241	5317	5411	5443

Alternative Projection Models

- Housing Yield Forecast:** For this forecast we used our preferred housing forecast projected into the future and an estimate of the number of students per house (all housing both new and existing). We used two estimates for this forecast. The first assumed that the number of students per house would average about 28 students per 100 homes, the same as recent years prior to the onset of the pandemic. The second forecast assumed that this number would rise to 30 students for every 100 homes. This number was trending this way prior to the pandemic. This forecast is created by multiplying the number of students per house by the housing units we expect on an annual basis.

Preferred Housing Forecast														
	Census	Estimate	Forecast											
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>		
District Housing Units	16993	17143	17293	17593	17683	17783	17893	18013	18163	18340	18693	18793		
				Assumes 28 students per 100 homes										
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>		
K-12 Enroll	4519	4561	4669	4926	4951	4979	5010	5044	5086	5135	5234	5262		
K-12 Per House	0.27	0.27	0.27	0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	0.28	
				Assumes 30 students per 100 homes										
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>		
K-12 Enroll	4519	4561	4842	5278	5305	5335	5368	5404	5449	5502	5608	5638		
K-12 Per House	0.27	0.27	0.28	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	0.30	

Alternative Projection Models

Comparing the Three Models

The following table compares the three forecasts. The average of several different forecasts is generally better than any one forecast.* Our final forecast presented next should be similar to the average shown here.

Alternative Forecasts

	<u>Forecast</u>											
	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>
Population Based Forecast (Using Preferred Pop. Forecast)	4,519	4,561	4,670	4,744	4,853	4,938	5,033	5,130	5,241	5,317	5,411	5,443
Housing Yield Forecast (28 students per 100 housing units)	4,519	4,561	4,669	4,926	4,951	4,979	5,010	5,044	5,086	5,135	5,234	5,262
Housing Yield Forecast (30 students per 100 housing units)	4,519	4,561	4,842	5,278	5,305	5,335	5,368	5,404	5,449	5,502	5,608	5,638
Average	4,519	4,561	4,727	4,983	5,036	5,084	5,137	5,192	5,259	5,318	5,418	5,448

* See for example, John Armstrong (2001) *Combining forecasts: A review and annotated bibliography. International Journal of Forecasting*, (5), 559-583.

Methodology for our Main Forecast

The main forecast in this report is based on birth counts, birth forecasts, grade level enrollment trends (cohort progression rates), and projected growth from new housing for each year of the forecast. The following provides a brief description of the methodology used to create the forecast.

Births and Birth Forecasts

Births in Snohomish and Island County were used to create the kindergarten forecast. The number of births is known through 2020 which means we can predict kindergarten enrollment based on actual births out to 2025. Beyond that point, births were projected based on the most recent fertility rates for each county and the forecast of the number of women likely to reach their childbearing years over time using the medium range county forecasts from the State of Washington.

Projecting Kindergarten Enrollment

Kindergarten enrollment was projected using birth-k-ratios for each County. The birth-to-k ratio looks at enrollment compared to the number of births five years prior to each enrollment year. The average from 2015-2019 was used for each county and applied to known and projected future births to predict kindergarten.

Methodology for the Forecast

Projecting Grades 1-12

The forecast at grades 1-12 was based on grade level cohort rates which predict the net gain and/or loss in enrollment as students progress from one grade to the next. For this forecast we used the average net change at each grade for the period between 2015 and 2019, prior to the pandemic. This gives us a reasonable estimate of the average change the District sees at each grade as students roll up.

Adjustments for Housing Growth

The final numbers at grades K-12 were adjusted for projected changes in new housing development over time. For this adjustment we looked at the number of new units that were added on an annual basis between 2015 and 2019. We then adjusted the numbers going forward for the number of units we expect to be added in each year between 2022 and 2031 (see our earlier housing forecast). We also made some adjustments at grades K-2 in 2022 for potential growth of students who might return to the District once the effects of the pandemic have passed. Our final forecast is reasonably close to the average of the three estimates we presented earlier, lending some confidence to the methodology we used.

Methodology for the Forecast

Our model shows the District enrollment growing at rapidly over the next few years, with a slowing trend in the mid-point of the forecast period. Forecasts beyond six years should be used with caution since demographic conditions could change.

We created three forecast options. The low and high forecast options show what might happen if K-12 growth in the District were to be about one-percent lower or higher on an annual basis than our medium forecast. The one percent range was chosen because it conforms to the generally accepted error rate for one year forecast of school enrollment in the County. Accumulated over time it shows how enrollment would look with slightly lower or higher growth in the K-12 population over time.

Several factors might lead to slower K-12 enrollment growth than we have assumed in our medium model. First, births are declining. If this continues, we will have lower kindergarten and elementary enrollment in the latter part of the forecast. Second, mortgage interest rates are rising and that combined with inflation could lead to a slow down in home sales and new home construction. There is still high demand for housing in the Puget Sound today, but economic conditions could change. Finally, population growth in the Puget Sound has slowed during the pandemic. Lower population growth could mean lower K-12 growth overall in the future.

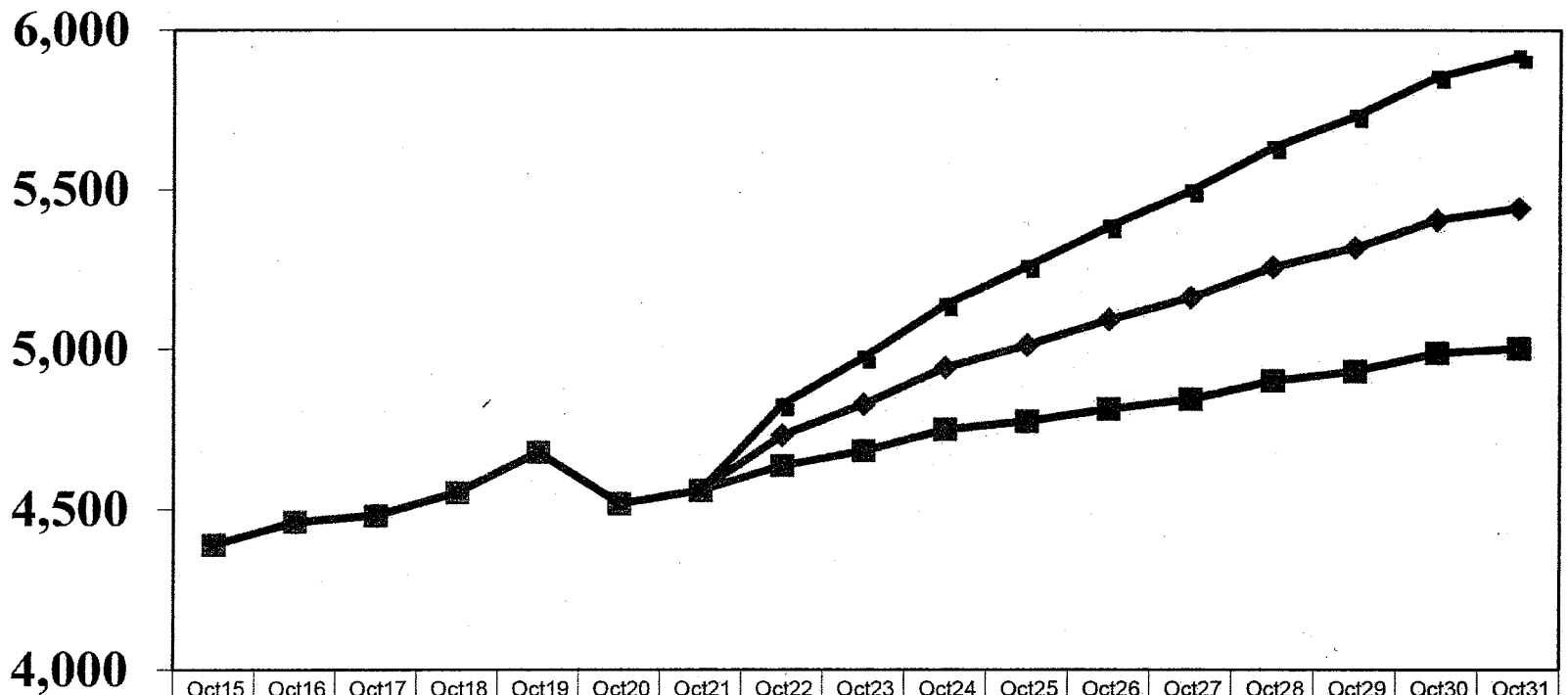
Methodology for the Forecast

It is also possible that we could see higher than expected growth in line with the high range forecast. New home construction and sales have been ramping up dramatically over the last few years and there is high demand for housing. We also know from recent enrollment data that more families with children are looking at the outlying regions of the Puget Sound where housing is more affordable and available. Assuming we don't slip into a recession due to inflation and rising interest rates, these trends could accelerate in the coming years leading to higher enrollment gains over time.

As always, it is recommended that these forecast be updated periodically to take advantage of new information.

Low, Medium, and High Range Forecasts 2022-2031

Based on kindergarten trends, grade-to-grade growth, and an adjustment for projected future changes in K-12 population growth and housing.



Low Growth	4390	4462	4482	4554	4681	4519	4561	4639	4686	4752	4777	4816	4846	4903	4934	4991	5006
Medium Growth	4390	4462	4482	4554	4681	4519	4561	4734	4830	4944	5014	5094	5163	5257	5319	5406	5443
High Growth	4390	4462	4482	4554	4681	4519	4561	4828	4976	5141	5259	5386	5498	5633	5731	5854	5918

Medium Range Projection

Stanwood-Camano Enrollment History

(Excludes Full-Time Running Start Students)

<u>Births</u>									
Birth Year	2008	2009	2010	2011	2012	2013	2014	2015	2016
Snohomish Births	9795	9237	9001	8925	9226	9406	9524	9766	10045
K % of County Births	3.07%	3.11%	3.37%	3.64%	3.34%	3.75%	3.94%	3.67%	3.74%
Island County Births	959	901	929	924	863	877	880	952	945
K % of Island Births	31.4%	31.9%	32.6%	35.2%	35.7%	40.3%	42.6%	37.6%	39.8%

P223 Enrollment Reported to OSPI

	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>	<u>Oct-17</u>	<u>Oct-18</u>	<u>Oct-19</u>	<u>Oct-20</u>	<u>Oct-21</u>
K	301	287	303	325	308	353	375	358	376
1	276	332	293	320	350	318	367	353	361
2	288	292	336	308	326	375	347	348	356
3	319	299	308	359	336	337	389	325	373
4	308	326	311	330	370	358	347	374	327
5	343	320	340	333	331	379	373	342	354
6	350	355	319	346	351	337	394	350	330
7	364	341	358	324	349	359	338	366	341
8	358	382	351	372	330	371	361	340	356
9	396	368	368	359	384	337	374	356	363
10	374	410	367	369	363	382	352	365	352
11	352	342	379	333	340	313	335	306	349
12	<u>405</u>	<u>353</u>	<u>357</u>	<u>384</u>	<u>344</u>	<u>335</u>	<u>329</u>	<u>336</u>	<u>323</u>
Total	4434	4407	4390	4462	4482	4554	4681	4519	4561

Change	-166	-27	-17	72	20	72	127	-162	42
% Change	-3.6%	-0.6%	-0.4%	1.6%	0.4%	1.6%	2.8%	-3.5%	0.9%

Enrollment by Level

K-5	1835	1856	1891	1975	2021	2120	2198	2100	2147
6-8	1072	1078	1028	1042	1030	1067	1093	1056	1027
9-12	1527	1473	1471	1445	1431	1367	1390	1363	1387

Projection (Medium Range)

<u>Projected Births</u>											
Birth Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
Snohomish Births	9,877	9,754	9,669	9,339	9,443	9,459	9,508	9,556	9,598	9,632	
Pct of Cohort	3.81%	3.76%	3.81%	3.66%	3.70%	3.69%	3.78%	3.78%	3.78%	3.78%	
Island County Births	935	878	894	787	812	813	818	822	825	828	
Pct of Cohort	40.3%	41.7%	41.2%	43.4%	43.1%	42.9%	44.0%	44.0%	44.0%	44.0%	

	<u>Oct-22</u>	<u>Oct-23</u>	<u>Oct-24</u>	<u>Oct-25</u>	<u>Oct-26</u>	<u>Oct-27</u>	<u>Oct-28</u>	<u>Oct-29</u>	<u>Oct-30</u>	<u>Oct-31</u>
K	377	366	368	341	350	349	360	361	363	364
1	401	395	385	388	361	369	377	389	391	392
2	385	421	414	402	405	377	384	393	404	406
3	377	409	445	437	424	427	396	403	413	425
4	391	391	422	459	450	436	438	406	414	423
5	341	394	392	422	459	450	435	437	405	412
6	365	348	401	399	429	466	455	440	442	410
7	333	367	349	401	398	429	464	453	438	440
8	354	339	372	353	406	403	432	468	457	442
9	362	367	350	384	364	417	413	443	479	468
10	370	367	370	353	386	366	418	414	444	481
11	319	336	331	334	318	348	328	376	372	399
12	<u>358</u>	<u>330</u>	<u>346</u>	<u>341</u>	<u>343</u>	<u>327</u>	<u>356</u>	<u>336</u>	<u>385</u>	<u>380</u>
Total	4734	4830	4944	5014	5094	5163	5257	5319	5406	5443

Change	173	96	114	70	80	69	94	62	87	37
% Change	3.8%	2.0%	2.4%	1.4%	1.6%	1.4%	1.8%	1.2%	1.6%	0.7%

Enrollment by Level

K-5	2271	2376	2425	2450	2450	2409	2390	2389	2389	2424
6-8	1053	1055	1122	1153	1233	1297	1351	1361	1337	1292
9-12	1409	1399	1397	1412	1411	1457	1515	1568	1679	1728

Low Range Projection

Stanwood-Camano Enrollment History

(Excludes Full-Time Running Start Students)

<i>Births</i>									
Birth Year	2008	2009	2010	2011	2012	2013	2014	2015	2016
Snohomish Births	9795	9237	9001	8925	9226	9406	9524	9766	10045
K % of County Births	3.07%	3.11%	3.37%	3.64%	3.34%	3.75%	3.94%	3.67%	3.74%
Island County Births	959	901	929	924	863	877	880	952	945
K % of Island Births	31.4%	31.9%	32.6%	35.2%	35.7%	40.3%	42.6%	37.6%	39.8%

P223 Enrollment Reported to OSPi

	Oct-13	Oct-14	Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20	Oct-21
K	301	287	303	325	308	353	375	358	376
1	276	332	293	320	350	318	367	353	361
2	288	292	336	308	326	375	347	348	356
3	319	299	308	359	336	337	389	325	373
4	308	326	311	330	370	358	347	374	327
5	343	320	340	333	331	379	373	342	354
6	350	355	319	346	351	337	394	350	330
7	364	341	358	324	349	359	338	366	341
8	358	382	351	372	330	371	361	340	356
9	396	368	368	359	384	337	374	356	363
10	374	410	367	369	363	382	352	365	352
11	352	342	379	333	340	313	335	306	349
12	<u>405</u>	<u>353</u>	<u>357</u>	<u>384</u>	<u>344</u>	<u>335</u>	<u>329</u>	<u>336</u>	<u>323</u>
Total	4434	4407	4390	4462	4482	4554	4681	4519	4561

Change	-166	-27	-17	72	20	72	127	-162	42
% Change	-3.6%	-0.6%	-0.4%	1.6%	0.4%	1.6%	2.8%	-3.5%	0.9%

Enrollment by Level

K-5	1835	1856	1891	1975	2021	2120	2198	2100	2147
6-8	1072	1078	1028	1042	1030	1067	1093	1056	1027
9-12	1527	1473	1471	1445	1431	1367	1390	1363	1387

Projection (Low Range)

<i>Projected Births</i>										
Birth Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Snohomish Births	9,877	9,754	9,669	9,339	9,443	9,459	9,508	9,556	9,598	9,632
Pct of Cohort	3.74%	3.68%	3.73%	3.58%	3.63%	3.62%	3.71%	3.71%	3.71%	3.71%
Island County Births	935	878	894	787	812	813	818	822	825	828
Pct of Cohort	39.5%	40.9%	40.3%	42.5%	42.2%	42.1%	43.1%	43.1%	43.1%	43.1%

	Oct-22	Oct-23	Oct-24	Oct-25	Oct-26	Oct-27	Oct-28	Oct-29	Oct-30	Oct-31
K	369	359	361	335	343	342	352	354	356	357
1	393	380	369	373	347	354	362	373	375	377
2	377	408	393	382	385	358	365	373	384	386
3	370	396	427	411	399	402	373	380	388	400
4	383	379	405	436	419	407	409	379	385	394
5	334	382	376	402	432	415	401	403	374	380
6	358	338	385	379	404	434	416	402	404	374
7	327	356	335	381	375	399	428	410	396	398
8	347	329	358	336	382	375	398	427	409	395
9	355	356	336	365	342	389	381	404	433	415
10	363	356	356	335	364	341	386	378	401	430
11	312	326	318	318	299	324	303	343	336	357
12	<u>351</u>	<u>320</u>	<u>332</u>	<u>324</u>	<u>323</u>	<u>304</u>	<u>329</u>	<u>307</u>	<u>348</u>	<u>341</u>
Total	4639	4686	4752	4777	4816	4846	4903	4934	4991	5006

Change	78	47	66	25	38	31	57	31	57	15
% Change	1.7%	1.0%	1.4%	0.5%	0.8%	0.6%	1.2%	0.6%	1.2%	0.3%

Enrollment by Level

K-5	2226	2305	2332	2339	2326	2279	2263	2262	2263	2295
6-8	1032	1024	1078	1096	1161	1209	1242	1239	1209	1168
9-12	1381	1358	1342	1342	1329	1358	1398	1433	1519	1543

High Range Projection

Stanwood-Camano Enrollment History

(Excludes Full-Time Running Start Students)

<u>Births</u>									
Birth Year	2008	2009	2010	2011	2012	2013	2014	2015	2016
Snohomish Births	9795	9237	9001	8925	9226	9406	9524	9766	10045
K % of County Births	3.07%	3.11%	3.37%	3.64%	3.34%	3.75%	3.94%	3.67%	3.74%
Island County Births	959	901	929	924	863	877	880	952	945
K % of Island Births	31.4%	31.9%	32.6%	35.2%	35.7%	40.3%	42.6%	37.6%	39.8%

P223 Enrollment Reported to OSPI

	<u>Oct-13</u>	<u>Oct-14</u>	<u>Oct-15</u>	<u>Oct-16</u>	<u>Oct-17</u>	<u>Oct-18</u>	<u>Oct-19</u>	<u>Oct-20</u>	<u>Oct-21</u>
K	301	287	303	325	308	353	375	358	376
1	276	332	293	320	350	318	367	353	361
2	288	292	336	308	326	375	347	348	356
3	319	299	308	359	336	337	389	325	373
4	308	326	311	330	370	358	347	374	327
5	343	320	340	333	331	379	373	342	354
6	350	355	319	346	351	337	394	350	330
7	364	341	358	324	349	359	338	366	341
8	358	382	351	372	330	371	361	340	356
9	396	368	368	359	384	337	374	356	363
10	374	410	367	369	363	382	352	365	352
11	352	342	379	333	340	313	335	306	349
12	<u>405</u>	<u>353</u>	<u>357</u>	<u>384</u>	<u>344</u>	<u>335</u>	<u>329</u>	<u>336</u>	<u>323</u>
Total	4434	4407	4390	4462	4482	4554	4681	4519	4561
Change	-166	-27	-17	72	20	72	127	-162	42
% Change	-3.6%	-0.6%	-0.4%	1.6%	0.4%	1.6%	2.8%	-3.5%	0.9%

Enrollment by Level

K-5	1835	1856	1891	1975	2021	2120	2198	2100	2147
6-8	1072	1078	1028	1042	1030	1067	1093	1056	1027
9-12	1527	1473	1471	1445	1431	1367	1390	1363	1387

Projection (High Range)

<u>Projected Births</u>											
Birth Year	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
Snohomish Births	9,877	9,754	9,669	9,339	9,443	9,459	9,508	9,556	9,598	9,632	
Pct of Cohort	3.89%	3.83%	3.88%	3.73%	3.78%	3.77%	3.86%	3.86%	3.86%	3.86%	
Island County Births	935	878	894	787	812	813	818	822	825	828	
Pct of Cohort	41.1%	42.6%	42.0%	44.2%	43.9%	43.8%	44.9%	44.9%	44.9%	44.9%	

	<u>Oct-22</u>	<u>Oct-23</u>	<u>Oct-24</u>	<u>Oct-25</u>	<u>Oct-26</u>	<u>Oct-27</u>	<u>Oct-28</u>	<u>Oct-29</u>	<u>Oct-30</u>	<u>Oct-31</u>
K	384	374	375	348	357	356	367	369	370	372
1	409	411	400	404	376	384	393	404	406	408
2	393	434	435	422	426	396	403	413	425	427
3	385	421	463	464	450	454	420	428	438	451
4	399	402	439	482	482	468	470	436	443	454
5	348	406	408	444	487	487	471	473	439	446
6	373	359	417	419	456	500	498	482	484	448
7	340	378	363	421	423	459	502	501	484	486
8	362	350	387	371	431	432	468	511	510	493
9	370	378	364	403	386	447	447	484	529	528
10	377	378	385	371	410	392	453	452	490	536
11	325	346	345	351	338	373	356	411	410	445
12	<u>365</u>	<u>340</u>	<u>360</u>	<u>358</u>	<u>365</u>	<u>350</u>	<u>386</u>	<u>368</u>	<u>425</u>	<u>424</u>
Total	4828	4976	5141	5259	5386	5498	5633	5731	5854	5918
Change	267	148	165	118	126	112	135	98	123	64
% Change	5.9%	3.1%	3.3%	2.3%	2.4%	2.1%	2.5%	1.7%	2.1%	1.1%

Enrollment by Level

K-5	2316	2448	2520	2565	2579	2545	2524	2522	2521	2558
6-8	1074	1087	1167	1212	1309	1391	1468	1493	1477	1427
9-12	1438	1441	1454	1483	1498	1562	1641	1715	1855	1933

School Projections

School Projections

Projections by school were also completed. School projections are generally less accurate than District grade level projections due to the smaller numbers used to estimate trends, and because program changes and student choice can affect the allocation of students independent of demographic trends.

For elementary schools we looked at each school's historical share of the District kindergarten enrollment and applied this average to our District level kindergarten projection to get a projection for each school. These numbers were then adjusted for any additional growth we might see from new housing development in each area. At the continuing grades we rolled students up from the previous grade and then added students we might expect from new housing development. This methodology allows us to make a good estimate of the overall school enrollment. Enrollments by schools are presented as totals and not broken down by grade.

For secondary schools we used a similar method for the entry grades (grade 6 and 9) looking at each school's historical share of District entry grade enrollment. This average was again applied to the appropriate District level entry grade enrollment projection to get a forecast for each school. At the continuing grades we looked at historical rollup rates to roll the students up. The final numbers at secondary were adjusted for any additional growth we might see from new housing.

School Projections

For special program schools we looked at each school's average share of the District enrollment at each grade and applied that average to our District by grade level projections to get an enrollment at each school and grade.

The final school numbers were then balanced to the low, medium, and high range District projections presented earlier.

These numbers show how schools are trending and give some indication of which schools are most likely to be impacted by new housing development. Precise estimates of future enrollment by school are difficult for the reasons mentioned earlier. Nevertheless, these numbers show how schools are trending and where the District might wish to focus attention.

Medium Growth Projections

Projection Summary by School

Medium Growth Projections (2022-2027)											
School	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25	Oct-26	Oct-27	
Cedarhome	557	554	475	562	609	634	639	651	647	632	
Elger Bay	341	378	301	335	380	386	381	383	386	385	
Stanwood EL	419	428	390	427	455	481	488	490	489	470	
Twin City	374	397	307	353	373	407	431	424	431	435	
Utsalady	327	337	318	279	307	314	329	344	340	336	
Totals	2018	2094	1791	1956	2124	2222	2268	2292	2294	2256	
Lincoln Academy	15	13	16	17	17	15	17	16	17	17	
Port Susan MS	516	523	487	482	503	502	537	555	593	624	
Stanwood MS	488	511	482	471	485	489	518	529	567	596	
Totals	1019	1047	985	970	1005	1007	1071	1100	1177	1237	
Lincoln Hill HS	146	143	147	130	137	148	137	134	134	140	
Stanwood HS	1215	1237	1199	1245	1263	1242	1252	1268	1267	1307	
Totals	1361	1380	1346	1375	1400	1390	1388	1402	1402	1447	
Saratoga School	158	158	398	259	205	212	217	220	222	222	
Totals	4556	4679	4520	4560	4734	4830	4944	5014	5094	5163	

Low Growth Projections

Projection Summary by School											
Low Growth Projections (2022-2027)											
	Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25	Oct-26	Oct-27	
Cedarhome	557	554	475	562	597	615	615	621	615	598	
Elger Bay	341	378	301	335	372	375	366	366	367	364	
Stanwood EL	419	428	390	427	446	466	469	468	464	444	
Twin City	374	397	307	353	365	395	414	405	410	411	
Utsalady	327	337	318	279	301	304	317	328	323	317	
Totals	2018	2094	1791	1956	2082	2155	2181	2189	2178	2135	
Lincoln Academy	15	13	16	17	16	15	16	15	16	16	
Port Susan MS	516	523	487	482	493	487	515	528	558	582	
Stanwood MS	488	511	482	471	476	475	497	503	533	555	
Totals	1019	1047	985	970	985	977	1029	1046	1108	1153	
Lincoln Hill HS	146	143	147	130	134	144	131	128	126	131	
Stanwood HS	1215	1237	1199	1245	1238	1205	1202	1205	1193	1218	
Totals	1361	1380	1346	1375	1372	1348	1333	1333	1320	1349	
Saratoga School	158	158	398	259	201	206	209	210	210	209	
Totals	4556	4679	4520	4560	4639	4686	4752	4777	4816	4846	

High Growth Projections

Projection Summary by School

		High Growth Projections (2022-2027)									
		Oct-18	Oct-19	Oct-20	Oct-21	Oct-22	Oct-23	Oct-24	Oct-25	Oct-26	Oct-27
	Cedarhome	557	554	475	562	621	653	664	681	681	667
	Elger Bay	341	378	301	335	388	398	396	401	407	406
	Stanwood EL	419	428	390	427	465	495	507	513	515	496
	Twin City	374	397	307	353	380	420	447	444	454	459
	Utsalady	327	337	318	279	313	323	342	360	358	355
	Totals	2018	2094	1791	1956	2167	2289	2356	2399	2414	2383
	Lincoln Academy	15	13	16	17	17	15	17	17	18	19
	Port Susan MS	516	523	487	482	513	517	558	583	630	669
	Stanwood MS	488	511	482	471	495	504	539	556	601	639
	Totals	1019	1047	985	970	1025	1037	1115	1156	1249	1327
	Lincoln Hill HS	146	143	147	130	139	153	142	141	143	150
	Stanwood HS	1215	1237	1199	1245	1289	1279	1302	1332	1345	1401
	Totals	1361	1380	1346	1375	1428	1432	1444	1473	1488	1551
	Saratoga School	158	158	398	259	209	218	226	231	234	236
	Totals	4556	4679	4520	4560	4828	4976	5141	5259	5386	5498

Consultant Background and Experience

Dr. Kendrick was the demographer for the Seattle Public schools from 1990 to 1997. In that capacity he provided enrollment projections to facilitate staffing and facilities planning and helped with the management of the student assignment system. He also provided analysis of the relationship between demographics and test scores.

Since 1997 he has worked as a consultant providing demographic analysis and enrollment projections for local school districts. Over the past 23 years his clients have included the following Districts: Auburn, Bainbridge Island, Bellingham, Bellevue, Bethel, Bremerton, Central Kitsap, Edmonds, Enumclaw, Everett, Federal Way, Marysville, Mercer Island, Monroe, North Kitsap, Olympia, Puyallup, Renton, Seattle, South Kitsap, Shoreline, Snoqualmie Valley, Sumner, and Tukwila. He also does annual enrollment projection work for the Everett, Highline, Mukilteo, Northshore, and Tacoma School Districts. He has worked in all four counties of the Puget Sound and is familiar with the different trends and patterns across the region.

