

## Methodology for Long Range Secondary Projections

Long range projections are based on two types of information:

1. Existing school communities
2. New Growth communities

The two types of information are calculated separately and then added together to produce the projections.

### 1. Existing School Communities

The projections for existing schools are based predominantly on past trends and historical patterns. In cases where a school has undergone a program or accommodation change for one year, e.g., holding a new growth community, only one year of trending can be reasonably considered.

- The base enrolment (October 31<sup>st</sup> actuals) is the starting point of the projection and is the first year (2011/2012) of the projections.
- Elementary Schools Long Range Projections are generated first. Elementary projections includes:
  - Creating a JK projection
  - Creating growth in SK and grade 1 through a progression factor
  - Creating progression rules in the English and French Immersion programs at grade 1
  - Reviewing and adjusting as dictated by yearly or by historical trends progression factors for grades 2 to 8 by program.
- The modeling system will utilize grade 8 enrolments from HDSB elementary schools to form the basis of the secondary school enrolments.
- Progression rules are created for each program from grade 8 elementary schools to grade 9 high schools. This includes a progression rule which will consider the percentage grades 8 electing to attend a school outside HDSB or to attend an “out of area” school within HDSB where there is no historic trending. It is expressed as a percentage.
- Progression rules are based on enrolment trends or on an average historical trend if a distinct pattern is noted (approximately 3 years)
- Each grade is multiplied by a *factor* to indicate a loss or growth by grade. This is referred to as a progression factor. A factor of 1 indicates a straight line projection, e.g. if 10 students are in grade 10 a factor of one indicates there will be 10 students in grade 11 the following year.
- A progression factor greater than one is added to grade 9 enrolments, an indicator of growth from other school boards or private schools. This is school specific factor.
- For grades 10 and 11 English program a straight line factor of one is used. This is number used region wide unless historical trends indicate otherwise.

- For grades 10 and 11 French Immersion program a 0.95 factor is used. This indicates a loss of students in this program. This is number used region wide unless historical trends indicate otherwise.
- A progression factor greater than one is added to grade 12 classes, an indicator of growth from returning students. This is school specific factor.
- Self-contained programs are projected in a similar method and English and French Immersion programs.

## 2. New Growth Communities

Our new growth projections are based on the following:

- Known new/proposed developments. In accordance with the Planning Act municipalities are obliged to circulate development plans to affected agencies. While each municipality in Halton does operate differently, new residential developments as a result of plans of subdivision and condominium, official plan amendments and secondary plans for greenfield lands within the municipality are circulated to the Halton District School Board Planning Department.
- We are also circulated site plans for infill and brownfield lands, which may contain residential units.
- Each housing development is affected by a student yield curve. These yield curves are based on a number of different factors (types of housing, census data, apportionment of students to other school boards, historical yield data). These yield curves are used instead of actual historical yields because yields change over time due to changing demographics and housing demands.
- Areas identified for residential expansion, including secondary plans which have not generated development plans (subdivisions) are not included in the projections.
- The yield curve generates the projected number of students from a new development. Each dwelling unit type is multiplied by the yield curve to generate a projected number of students over the years. The projected number of students in each year is equally distributed across the grades (JK to grade 12) and distributed between the English and French Immersion programs (85% and 15% respectively).
- Each development is phased over time. It is rare that an entire development would be built out in one year. Planning staff in consultation with the developer and the municipality will phase a development over a number of years.