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Working Paper

Open Enrollment Study Student and District Participation 1989-90

Working Paper #1

February 1990

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The Open Enrollment Study

Overview of the Study

Choice has been described by many as the cornerstone of the next wave of education reform. Education secretary Lauro Cavazos said "Where choice is used, it works . . . Choice allows schools to draw strength from diversity by developing different programs. It allows each school to excel."¹

Minnesota's open enrollment program is often held up as an example of a successful school choice program even though no comprehensive overview of the program yet exists. It has even been difficult to get an accurate count of students participating in the program.

This is the first in a series of working papers in a House Research study of the Minnesota open enrollment program. This study is not intended to be a comprehensive evaluation of the Minnesota open enrollment program. It is a first step toward understanding what effect the early stages of open enrollment have had on Minnesota school districts.

In the fall of 1989, the Minnesota House of Representatives Research Department began collecting data on student participation in open enrollment for the 1989-90 school year and on how districts were responding to and affected by open enrollment. This first working paper is primarily a descriptive analysis using some of that data. It has four sections:

- (1) A description of the open enrollment program;
- (2) A description of school district and student participation in open enrollment;
- (3) A preliminary examination of how open enrollment has affected school districts; and
- (4) A preliminary look at students' reasons for participation.

Topics of working papers to follow in 1990 will include:

- An analysis of patterns of open enrollment student transfers, looking at district characteristics such as size, wealth, interdistrict cooperation, and graduation standards.
- A summary of school district superintendents' views on the effects of open enrollment on school districts and what districts are doing in response to open enrollment.
- An overview of choice programs in other states and some of the research on the effects of choice nationwide.

Data

Data on student participation in open enrollment were collected between October and December, 1989 from school districts. Appendix A contains a complete description of data collection and verification procedures. Appendix B lists the number of students that our data show participating in open enrollment for each Minnesota school district.

¹Lauro Cavazos, United States Secretary of Education, in a speech delivered to the National Press Club, Washington DC, May 19, 1989.

Highlights of Working Paper 1

- ***Student participation in open enrollment is still very limited.***

Less than one half of one percent of the total Minnesota K-12 student population is currently participating in open enrollment. Student participation will probably increase when all districts are required to participate and as more parents and students become aware of the program. But given that 96% of the state's K-12 population lives in districts that are already participating in the program, it is unlikely that participation will increase dramatically.

- ***Most school districts have not experienced a significant change in enrollment***

257 of the 343 participating districts experienced less than a 1% change in total enrollment because of open enrollment. Only 12 of the districts experienced more than a 5% change in enrollment.

However, almost all the districts that lost more than 4% of their total enrollment were very small districts with fewer than 300 students. Although the loss of revenue associated with a 4-5% drop in enrollment will affect any district, regardless of size, small districts may have a particularly difficult time adjusting.

- ***Open enrollment gives students and parents the ability to affect school district decisions by "voting with their feet".***

Open enrollment has the potential to become a tool for students and parents to use in influencing district policies and decisions. This is most evident in the extreme situation that developed in the Mountain Iron-Buhl school district.

- ***Open enrollment is only a limited part of the total student transfer picture in Minnesota.***

Students have had the option of enrolling in non-resident districts in Minnesota for many years. Even as open enrollment enters its first mandatory year, there are still many students transferring to non-resident districts under other agreements between school districts.² It is important to remember that open enrollment accounts for under half of the interdistrict student transfers taking place in Minnesota. Many of the districts without any students participating in open enrollment do have students moving under other district agreements.

²The State Department of Education estimates that just over 3,000 students transferred under the Agreements Between School Boards program in 1988-89. (This is a preliminary Average Daily Membership count that does not include the St. Paul and Anoka school districts.) Many additional students transfer under other interdistrict cooperation agreements.

The Program is Established

Minnesota's open enrollment program,³ allows students entering kindergarten through grade 12 to enroll in a district other than the one in which the student lives.⁴ The open enrollment program was passed into law by the 1987 Legislature and first implemented during the 1987-88 school year. School districts were not required to participate in the open enrollment program during the first two years the program was in existence (the 1987-88 and 1988-89 school years).

The Program Becomes Mandatory

The 1988 Legislature transformed the voluntary open enrollment program into a mandatory program using two steps:

- mandatory beginning in the 1989-90 school year for school districts with more than 1000 students in grades Kindergarten through 12, and
- mandatory for all districts beginning in 1990-91.

Under mandatory open enrollment, a school district must allow its resident students⁵ to enroll in their district of choice. Mandatory open enrollment will affect all Minnesota school districts in 1990-91.

Even under mandatory open enrollment, a district retains some options concerning non-resident students applying to enter the district. **A district:**

- **may prevent all non-resident students from entering.** To do this, a district may declare itself closed by school board resolution.
- **may accept a limited number of non-resident students.** Reasons for which students may be accepted or rejected under this option may include the capacity of a program, class, grade level, or building. Students may not be accepted or rejected based on academic achievement, athletic or other extracurricular ability, handicapping conditions, proficiency in the English language, or previous disciplinary proceedings.

³ The proper name for the open enrollment program is actually the Enrollment Options Program, but it is rarely referred to as anything but open enrollment. The open enrollment program is one of four enrollment options offered in Minnesota. The other three programs are Postsecondary Enrollment Options, High School Graduation Incentives, and Area Learning Centers.

⁴ Minnesota K-12 students have been enrolling in nonresident school districts for many years. Many school boards simply worked out arrangements for student transfer. In 1980, the process was formalized with a program called Agreements Between School Boards [Minn. Stat. section 120.0752]. The Agreements Between School Boards program requires that students have permission from both the school board of the resident district and the school board of the district the student wants to attend. School boards retain the ability to make decisions about individual students entering and leaving the district. This is not the case with the open enrollment program.

⁵ A student's resident district is the school district in which the student lives. In this paper, the attending district is a school district, other than the resident district, that a student chooses to attend.

Districts with a desegregation plan approved by the State Board of Education are special cases. (Currently only the Minneapolis, St. Paul, and Duluth school districts have such plans.) These districts may limit transfers both in and out of the district to ensure that the district remains in compliance with the desegregation plan.

Participation in the Program

The number of districts and students participating in open enrollment has increased over the three years open enrollment has been in effect. Participation increased markedly in 1989-90, the first year of mandatory participation for districts with enrollment over 1,000. The number of students participating in 1989-90 is nearly 10 times the number that participated in 1988-89.

Table 1 STUDENT AND DISTRICT PARTICIPATION IN OPEN ENROLLMENT 1987 - 1989			
	<u>Number of Districts Participating</u>	<u>Percent of Districts Participating</u>	<u>Number of Students Participating</u>
1987-88	95	22%	137
1988-89	153	35%	343
1989-90	345	80%	3,218

The Application Process

Before submitting an application to transfer under open enrollment, the student and parent or guardian must meet with a counselor or other staff member in the district the student is currently attending. The purpose of this meeting is to explore the student's reason for applying to transfer. After this meeting, the student's parent or guardian must apply, by January 1, to the district the student wants to attend the following school year.

Districts must notify parents by February 1 whether the application has been accepted. Parents must notify the district by February 15 whether the student intends to enroll. Once a district is notified that a student intends to enroll, that student must attend the nonresident district during the following school year.

Exceptions may be made throughout this process if both the district of residence and the proposed district of attendance agree. For example, if a student decides not to transfer after February 15th, that student need not transfer if both districts agree. If a district is not notified that a student intends to attend by February 15, the student may still attend if both districts involved agree.

Districts with State Board of Education approved desegregation plans are special cases:

- Applications may be made to transfer in or out of desegregation districts at any time for enrollment to begin at any time;
- all applications involving a desegregation district must be submitted to that district (by the parents of both resident and nonresident students), and
- a student who transfers in to or out of a desegregation district may transfer back to the resident district at any time.

Services and Fundings

Transportation. The nonresident district must provide transportation within that district if the parent of a nonresident student requests it. However, the student must get to the border of the nonresident district. The legislature appropriated \$50,000 for each of fiscal years 1989, 1990 and 1991 to reimburse low income parents for the cost of transportation from the students' residence to the border of the nonresident district. None of that appropriation has been used as yet.

Information. Districts that accept nonresident open enrollment students must provide information about district schools, programs, policies, and procedures to all interested people.

Funding. For each open enrollment student, an amount equal to the per pupil general education revenue⁶ in that student's district of residence (a combination of state aid and local levy) will be paid in aid to the student's district of attendance. The state aid to the district of residence will be reduced by the same amount.

⁶ For the purpose of funding open enrollment transfers, general education revenue, capital expenditure equipment and facilities revenue, and transportation revenue is paid to the district of attendance.

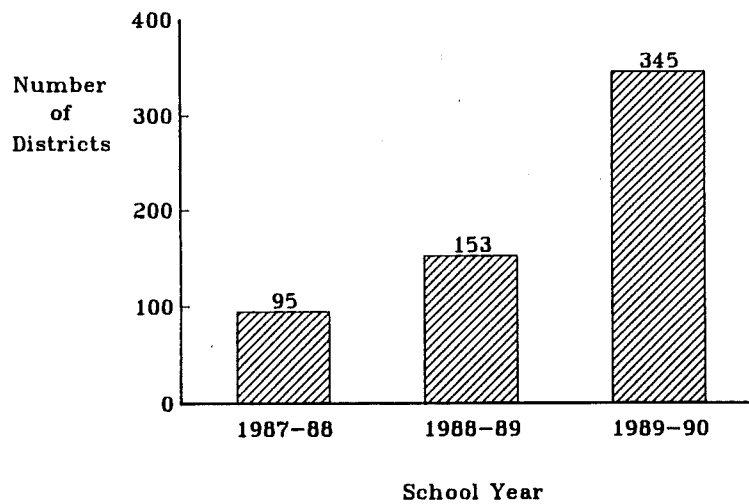
Participation in Open Enrollment: 1989-1990

School District Participation

345 school districts, 80% of all Minnesota school districts, are participating in the open enrollment program in 1989-90. This is more than twice the number that participated the previous year (see Figure 1). These 345 participating districts contain 96% of the state's K-12 student enrollment.

Figure 1

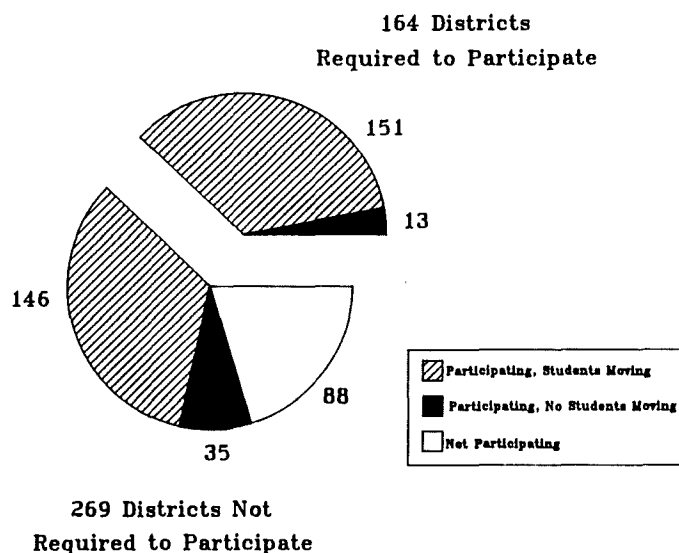
SCHOOL DISTRICT PARTICIPATION IN OPEN ENROLLMENT 1987 - 1989



Just over one-third of the districts (164 districts) are required to participate (see Figure 2). Of those 164 districts, all but 13 have students transferring in or out under open enrollment.

Figure 2

REQUIRED AND VOLUNTARY DISTRICT PARTICIPATION ⁷



House Research Graphic

Only 88 districts have chosen not to participate in the open enrollment program. Only 4% of the state's K-12 student population lives in these 88 districts.

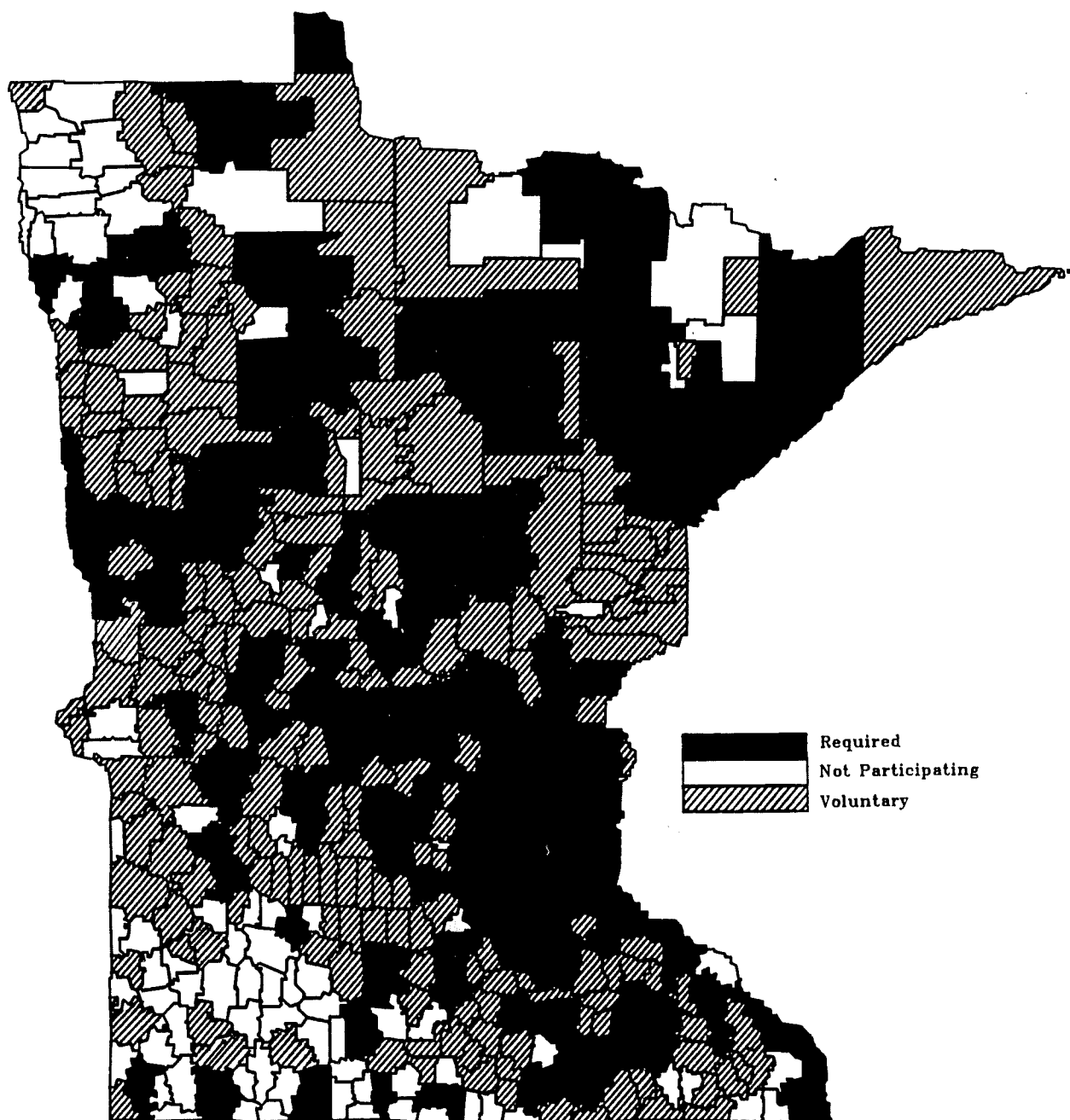
Approximately two-thirds of the districts (269) are not yet required to participate in open enrollment, but the majority of those districts (181) have chosen to participate. 35 of the districts that participate voluntarily have no students moving in or out of the district under open enrollment. Map 1 shows the location of districts that are required to participate, districts that participate on a voluntary basis, and districts that do not participate. Clearly voluntary participation is widespread. There are pockets of districts that have chosen not to participate in both the northwest and southwest corners of the state.

10% of participating districts have set limits on the number of open enrollment students they will accept. 35 of the districts that responded to our survey are limiting the number of non-resident students they will accept under open enrollment. The most common reason for limiting the number of students is building capacity, but some districts indicated that they were limiting enrollment in certain grades or programs. Seven of these 35 districts indicated that they allow their resident students to transfer out under open enrollment, but accept no non-resident students.

⁷ Based on open enrollment data for 1989-90. The number of districts required to participate is based on districts with 1987-88 Weighted Average Daily Membership (K-12) over 1,000.

Map 1

SCHOOL DISTRICT PARTICIPATION IN OPEN ENROLLMENT 1989 - 1990

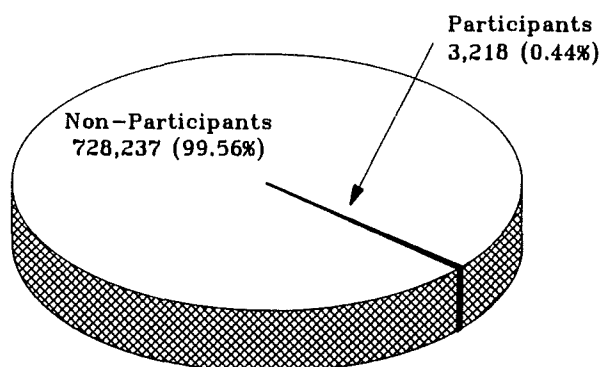


Student Participation

Our data shows that 3,218 students are participating in open enrollment in 1989-90. This is approximately one-half of one percent of Minnesota's total K-12 enrollment (see Figure 3). The number of students participating in 1989-90 is nearly 10 times the number participating in 1988-89 (see Table 1 on page 4).

Figure 3

STUDENT PARTICIPATION IN OPEN ENROLLMENT 1989 - 1990



House Research Graphic

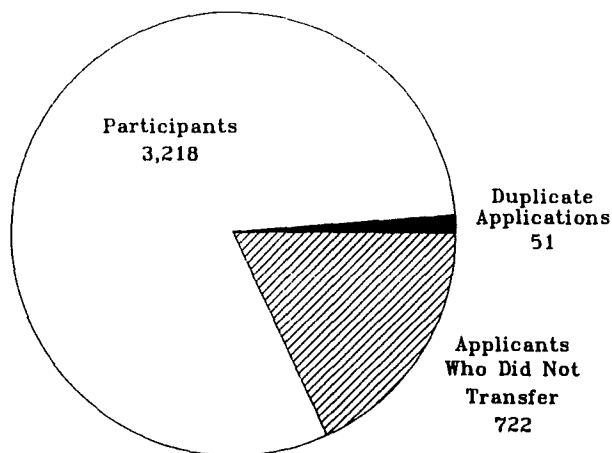
The number of students participating in the open enrollment program in a given year is difficult to pin down. The number reported for each of the three years comes from a different source.

- For 1987-88, the first year of the program, the 137 students reported are actually the 137 students who applied to transfer under the open enrollment program. Because of the way the data were coded by the Department of Education, it is impossible to separate open enrollment transfers from other nonresident student transfers for that year. As a result, an accurate count of participants for 1987-88 is impossible.
- The number reported for 1988-89, 343 students, is the number of open enrollment students in average daily membership reported by the districts. It is not a head count, but it is more accurate than the 435 applications to transfer that are usually reported.
- We report 3,218 students participating in 1989-90. That number was gathered from a survey of school districts and is not an official count. The official count for 1989-90 will not be available until late in 1990.

The 3,218 open enrollment participants come from 2,069 families. 41% of those families have more than one child participating in the program.

82% of the students who applied for open enrollment actually transferred. There were a total of 3,991 applications for open enrollment. These applications were made by 3,940 students (see Figure 4). 51 of the applications were duplicates made by 46 students who submitted two or more applications.

Figure 4

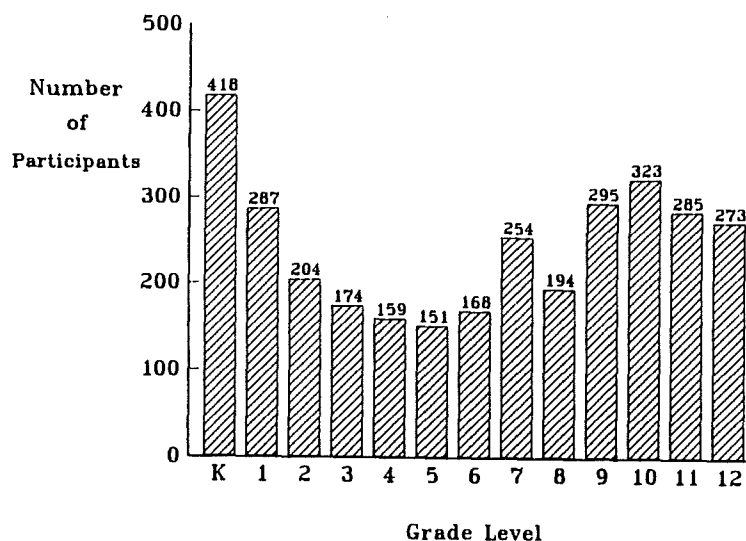
STUDENT APPLICATIONS AND PARTICIPATION ⁸

House Research Graphic

The highest number of transfers occur at grade levels where students are changing schools (see Figure 5). There are more kindergartners transferring (418) than students in any other grade. The number of elementary students transferring decreases markedly after first grade. The number of transfers jumps again for students entering seventh, ninth, and tenth grades -- all times to change schools in many districts. Overall, there are approximately equal numbers of elementary (K-6) and secondary (7-12) students participating in open enrollment.

Figure 5

PARTICIPATION BY GRADE LEVEL

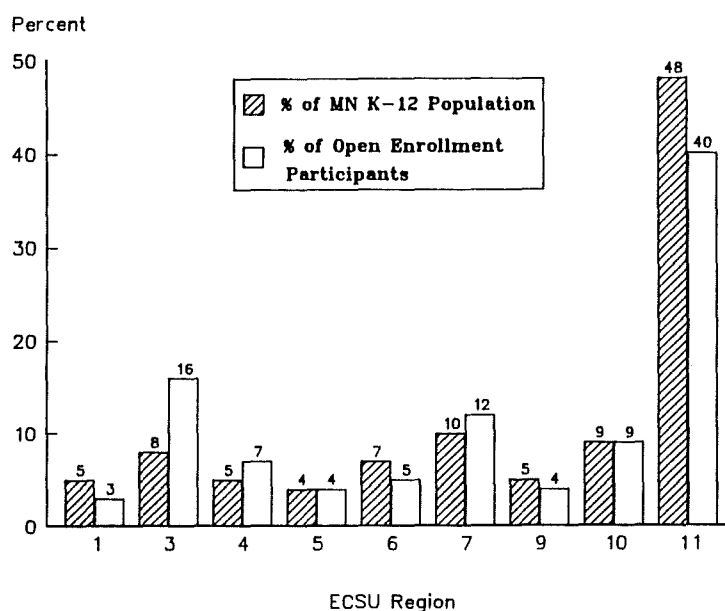


House Research Graphic

⁸ Figures 4 and 5 are based on open enrollment data for 1989-90.

Participation in open enrollment is heavily concentrated in the Twin Cities metropolitan area. Map 2 shows the number of resident students in each ECSU⁹ region who are participating in open enrollment. Almost 40% of the participants (1,245 students) live in the Twin Cities metropolitan area (ECSU 11). However, since 48% of the state's students live in the metropolitan area (see Figure 6), open enrollment participation is actually disproportionately low in this area.

Figure 6

REGIONAL PARTICIPATION¹⁰

House Research Graphic

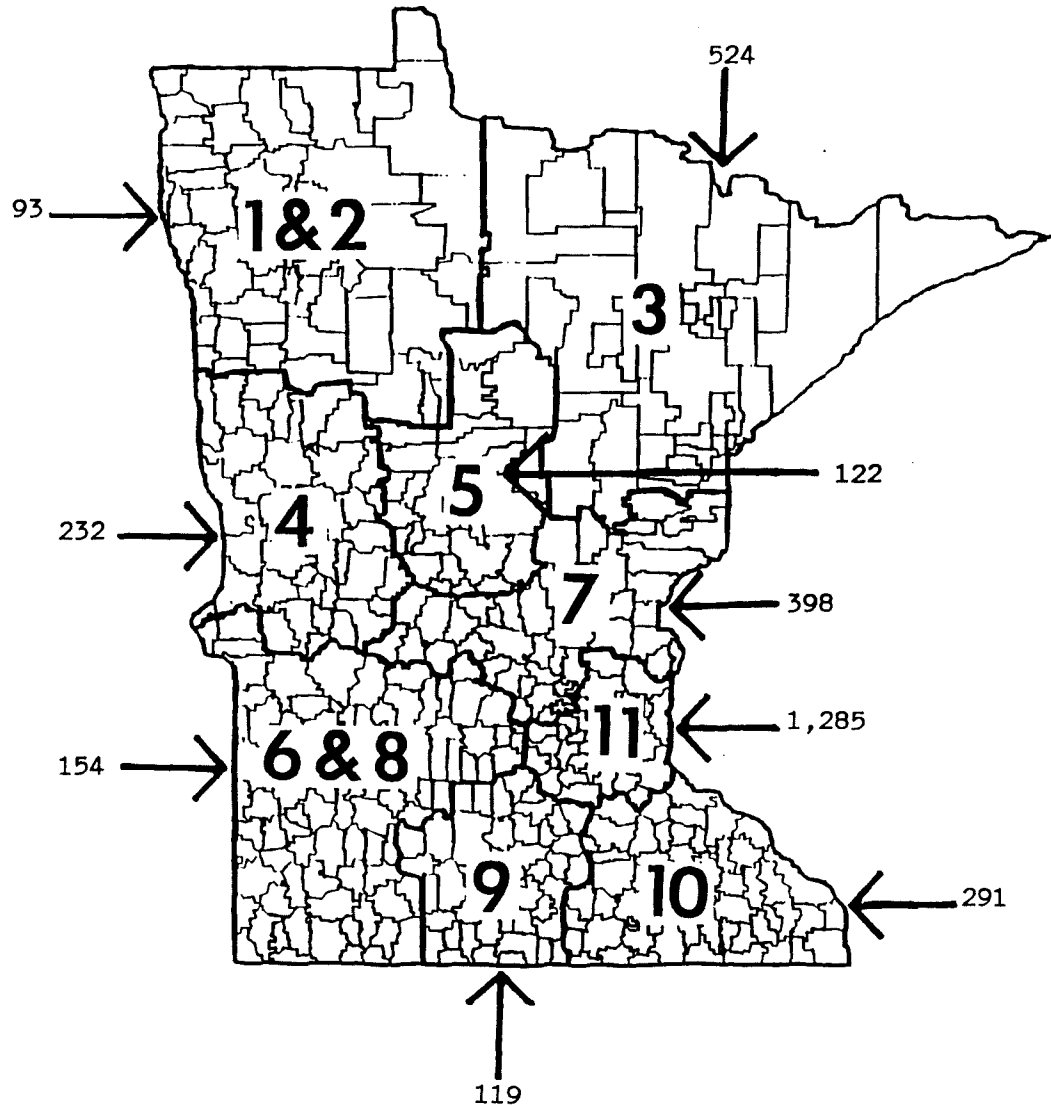
Participation in ECSU 3 is disproportionately high because of the many students transferring out of the Mountain Iron-Buhl school district (the situation in Mountain Iron-Buhl is described on page 17).

⁹ECSUs, Educational Cooperative Service Units, are regional educational organizations. There are nine ECSUs, based on the 15 economic development regions in the state. Each school district is assigned to an ECSU based on the location of the school district office.

¹⁰ Based on open enrollment data for 1989-90. State enrollment data is based on 1989-90 ADM and includes prekindergarten enrollment.

Map 2

NUMBER OF STUDENTS PARTICIPATING IN EACH ECSU REGION
OPEN ENROLLMENT 1989 - 1990



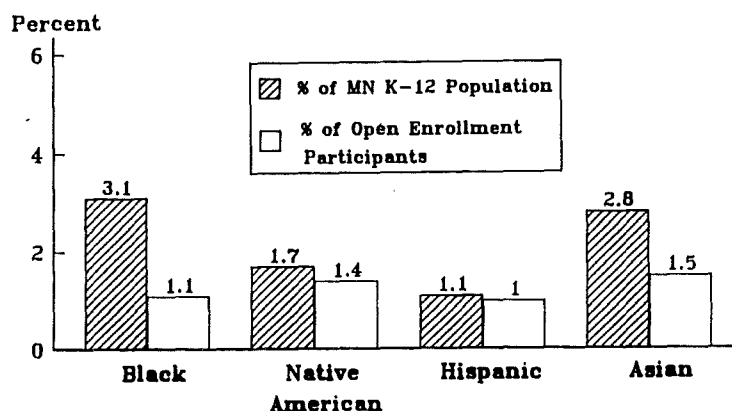
Student Participation by Race

95% of the students participating in open enrollment statewide are Caucasian. The remaining 5% of participants are distributed among Asian, Black, Native American, and Hispanic students. Overall minority participation in the program is low, given that almost 9% of the state's K-12 population is minority¹¹. In the metropolitan area, 13.7% of the K-12 population is minority,¹² but only 8.4% of open enrollment participants are minority.

Both Blacks and Asians have disproportionately low levels of participation in the open enrollment program. Figure 7 compares the percent of each racial/ethnic minority group statewide to the percent each minority contributes to the state's open enrollment population.

Figure 7

MINORITY STUDENT PARTICIPATION ¹³



House Research Graphic

Each of the three districts with desegregation plans (Minneapolis, St. Paul, and Duluth) shows different patterns of racial/ethnic transfers. 37% of the students leaving Minneapolis schools are Caucasian. In contrast, 89% of the students leaving St. Paul schools and all of the students leaving Duluth schools are Caucasian.

Because the Minneapolis school district must remain in compliance with its desegregation plan, the district can not allow Caucasian students attending many schools in the district to transfer out of the district under open enrollment. The Minneapolis school district has the highest total concentration of minority enrollment in the state, and a large number of the schools in Minneapolis have very high percentages of minority enrollment. This situation is reflected in the relatively low percentage of Caucasian students leaving the Minneapolis school district. Only three students are entering Minneapolis, and they are all Caucasian.

The St. Paul and Duluth school districts can more easily allow Caucasian students to leave and still remain in compliance with desegregation plans. St. Paul has a lower level of minority enrollment than Minneapolis, and that population is more widely distributed throughout the district. In Duluth, the minority population is highly concentrated in a limited area of the district. Both the St. Paul and Duluth school districts have higher percentages of Caucasian students leaving than does the Minneapolis school district.

¹¹ 8.6% of the 1988-89 Minnesota K-12 population was Black, Hispanic, Native American, or Asian. Information on statewide minority enrollment was provided by the State Department of Education.

¹² Information on metropolitan area minority enrollment is for the 1988-89 school year, and was published in "Minority Enrollment Trends in Twin Cities Area Schools, 1988-89." Metropolitan Council, St. Paul, MN. November 1989.

¹³ Based on open enrollment data for 1989-90.

Effect of the Program on District Enrollment

Enrollment Change for Participating Districts

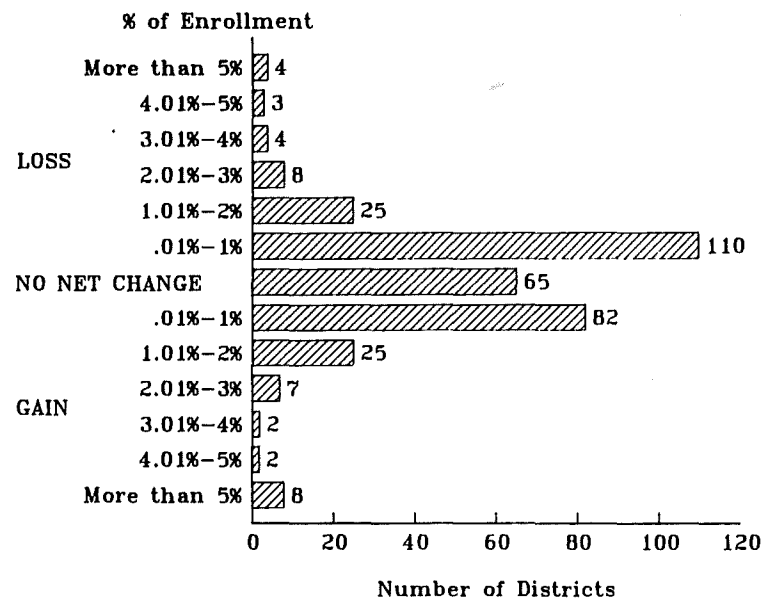
Open enrollment has caused very little change in enrollment for most of the participating districts. One way to gauge the impact of open enrollment on districts is to look how districts' total enrollment has changed because of the program.

Only four districts experienced a net loss of more than 5% of their total enrollment and eight districts had a net gain of more than 5%. 75% of participating districts (257 districts) experienced less than a 1% change in enrollment because of the program.

Almost all of the districts losing more than 4% of their enrollment are very small districts (total enrollment of under 300 students).

Figure 8

EFFECT ON DISTRICT ENROLLMENT ¹⁴



House Research Graphic

Only 12 districts experienced a total enrollment change of more than 50 students. The maps on pages 15 and 16 show these districts.

¹⁴ Data are for the 345 school districts participating in the open enrollment program in 1989-90. District enrollment is based on 1989-90 ADM, including pre-kindergarten enrollment.

Outside of the Twin Cities metropolitan area:

- o Two districts had a net enrollment loss of more than 50 students: Mountain Iron-Buhl and St. Louis County.
- o One district had a net enrollment gain of more than 50 students: Virginia.

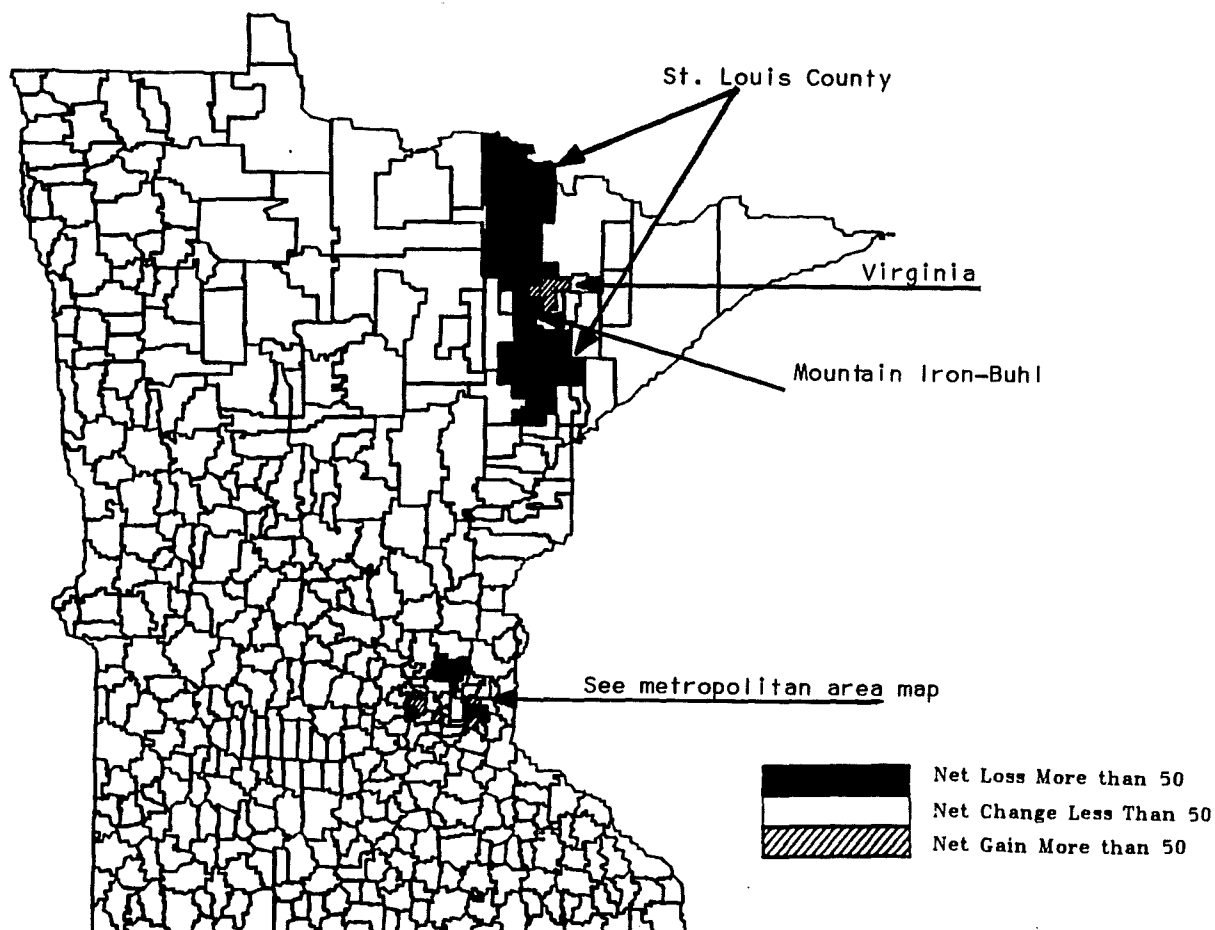
In the Twin Cities metropolitan area:

- o Three districts had a net enrollment loss of more than 50 students: Anoka, Westonka, and St. Paul.
- o Six districts had a net enrollment gain of more than 50 students: Brooklyn Center, Orono, South St. Paul, West St. Paul, Roseville, and Hopkins.

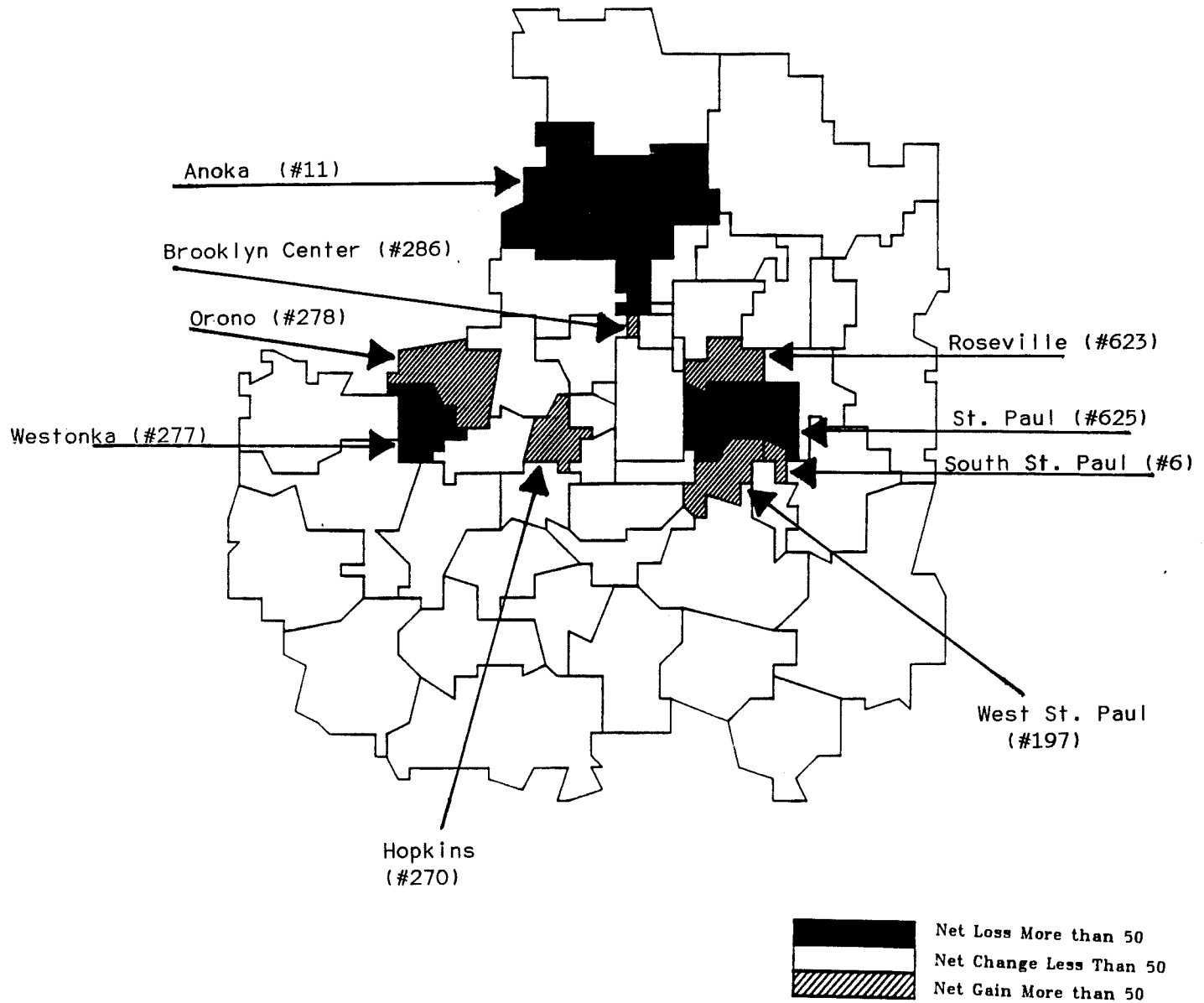
In almost half of these cases, the high level of movement involves a pair of districts, for example most of the students leaving Mountain Iron-Buhl entered Virginia. The next section of the paper examines the circumstances in each of the districts with a net change in enrollment of 50 or more students.

Map 3

**SCHOOL DISTRICTS WITH HIGH ENROLLMENT CHANGE
OPEN ENROLLMENT 1989 - 1990**



Map 4

**METROPOLITAN AREA DISTRICTS WITH HIGH ENROLLMENT CHANGE
OPEN ENROLLMENT 1989 - 1990**

Districts with High Net Change in Enrollment ¹⁵

Mountain Iron-Buhl - Virginia. The effect of open enrollment on these two districts has received a great deal of publicity. 158 students left Mountain Iron-Buhl under open enrollment. 150 of them are attending Virginia. Much of that movement was driven by what has happened in the district over the past six years. In 1984, Mountain Iron and Buhl were separate school districts. Because of small and declining enrollment, the districts opted to consolidate. After the consolidation, there were three schools in the district: an elementary school and a high school in the Mountain Iron community and a middle school in Buhl.

As enrollment continued to decline, keeping three schools open caused the district considerable financial strain. The district went into statutory operating debt and had to file a plan with the state Department of Education to reduce that debt. With assistance from the Department and after considerable debate within the district, the decision was made to close the Mountain Iron High school beginning in 1988-89. The middle school in Buhl would become the high school since it had the capacity for 1,000 students even though it was housing only two grades. Students and parents in the Mountain Iron school district, where 80% of the districts residents live, were very unhappy with that decision. This, coupled with the fact that many students living in Mountain Iron are closer to schools in Virginia than to the school in Buhl, created a situation that made open enrollment an attractive option to many students.

As a direct result of the closing of the Mountain Iron school, over 300 students applied to transfer to Virginia under open enrollment for 1989-90. As a direct result of this imminent mass exodus, the Mountain Iron-Buhl district decided to reopen the Mountain Iron high school for 1989-90. This decision, according to the superintendent, reduced the number of transfers to about 150. In January of 1990, the Mountain Iron-Buhl school board voted to close the Buhl school and keep both schools in Mountain Iron open -- one elementary (K-6) and one secondary (7-12).

Anoka - Brooklyn Center. 253 students left the Anoka school district in 1989-90 under open enrollment. 196 of them are attending Brooklyn Center. In this case, the configuration and size of the two districts combined to make open enrollment an option for many Anoka students.

There is a small part of the city of Brooklyn Center that lies within the Anoka school district. This area is very close to the Brooklyn Center high school -- so close that, as the superintendent of Brooklyn Center remarked, you can live in the Anoka school district and "throw a rock into [the Brooklyn Center] schoolyard". Many of the parents living in that part of Brooklyn Center wanted their children to attend the Brooklyn Center high school, within walking distance, instead of riding a bus for 25-35 minutes to an Anoka High School.

Throughout the 1980's, Anoka school district's enrollment was growing. Its buildings were becoming crowded, particularly the three high schools. Brooklyn Center was a small district with declining enrollment. In 1985, the two school districts agreed that it would be beneficial for both districts if they simply offered Anoka school district students in grades 10 through 12, living in that small area of Brooklyn Center, the option of attending the Brooklyn Center high school. 80 students did just that for the 1985-86 school year. An average of 130-150 students have done so each year since then. When open enrollment became mandatory, the agreement between the districts was no longer necessary, and students simply transferred under open enrollment.

¹⁵ Data for these descriptions came from phone interviews with superintendents from some of the districts, from the open enrollment surveys, and from the State Department of Education.

Orono - Westonka (Mound). 100 students used open enrollment to transfer out of the Westonka (Mound) school district for 1989-90. 78 of those students are attending Orono. As in the previous example, geography and community feeling appear to play an important part in students' decision-making. Part of the town of Orono lies in the Westonka school district. Some of the students who attend church and other community functions in Orono wanted to attend school there as well.

The situation in Westonka is complicated by the fact that the last two excess levy referenda failed. Some parents and students in the Westonka district are concerned about the possibility of budget cuts in the district and have chosen to transfer to Orono, using open enrollment.

St. Louis County. 60 students left St. Louis County. Most of these students transferred to the Hibbing or Cloquet school districts. Geographically, St. Louis County is a unique school district. It is very large, covering 2,714 square miles, and is separated into two noncontiguous parts by a cluster of other school districts. The district has six small schools in rural areas. St. Louis County offers few extracurricular options such as orchestra, swimming and hockey, all available in Hibbing and Cloquet schools -- larger, more urban schools close to many students living in St. Louis County.

St. Paul, Roseville, West St. Paul, South St. Paul and Hopkins. 201 students left St. Paul under open enrollment in 1989-90. Most of these students are attending Roseville (51 students) West St. Paul (58), Maplewood (46), and South St. Paul (20). In these metropolitan districts, there is no evidence of the extreme circumstances driving open enrollment transfers seen in previous examples. Instead, it is a combination of smaller scale circumstances. In St. Paul, much of the movement out of the district comes from the private school sector. Some of the St. Paul parochial schools offer only K-8 instruction. Many of these students are using open enrollment to transfer to schools in the first ring suburbs for ninth grade. Other movement out of St. Paul and into suburban districts comes for the same reasons given throughout the state -- both family convenience and academic reasons. The superintendent of South St. Paul notes that a number of students have entered to take advantage of its International Baccalaureate Program. In Hopkins, the close proximity of many communities may facilitate open enrollment for many students.

Students' Reasons for Participation in Open Enrollment: 1989-1990

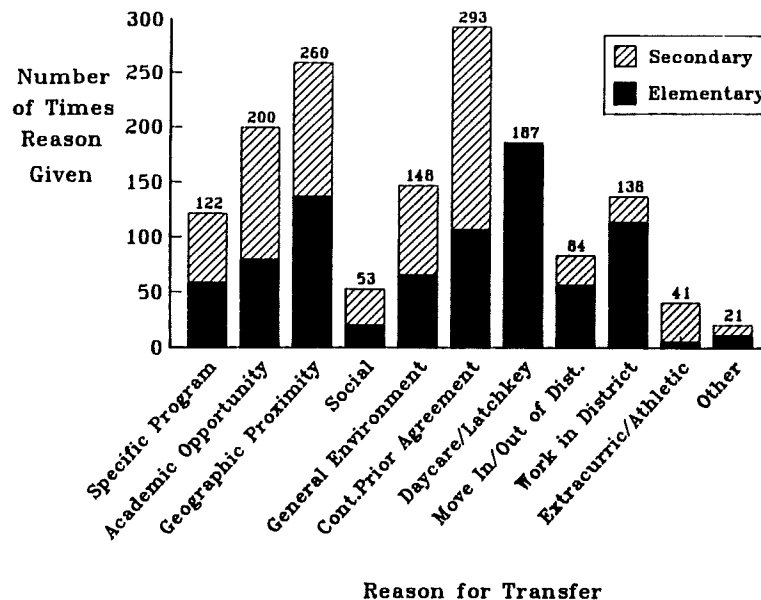
Students applying for open enrollment in 1989-90 were not required to give a reason for transfer. However, nearly 40% of the students (1,243 students) gave a reason for transfer on their application.¹⁶ We grouped these reasons into 11 categories:

- (1) ***specific program:*** a specific academic program, such as language immersion, computer-based education, or the International Baccalaureate program, is the reason for transfer.
- (2) ***academic opportunity:*** greater academic opportunity in general is the reason for transfer.
- (3) ***geographic proximity:*** a school in another district is closer to the students's home than the school in the resident district.
- (4) ***social:*** friends are attending school in another district.
- (5) ***general environment:*** school size, stability, and teachers' attitudes are some of the factors students listed that described the general environment of the school or district they wanted to leave or the school or district the student wanted to attend.
- (6) ***continue prior agreement:*** students who had been attending school in another district in 1988-89 under some arrangement between the districts are now attending under open enrollment.
- (7) ***daycare/latchkey:*** daycare or latchkey arrangements for the students or students' siblings make attendance in another district more convenient for parents.
- (8) ***move in/out of district:*** students whose families are planning to move use open enrollment to either continue to attend the district they are moving out of or to begin attending the district they are planning to move into.
- (9) ***work in district:*** because parents work or conduct business in another school district, they prefer to have their children attend that district.
- (10) ***extracurricular/athletic:*** athletic or extracurricular programs available in another district are the reason for transfer.
- (11) ***other*** includes a wide range of reasons including joint custody arrangements, and the availability of physical or mental therapy.

¹⁶ Some students or parents gave multiple reasons for transfer. The information in this section is based on 1,547 reasons for transfer given by 1,243 students.

Over 40% of the reasons given for open enrollment transfers are "convenience" reasons. These reasons include geographic proximity, daycare/latchkey, parents working in another district, and planning to move in or out of the district. Except for geographic proximity, convenience reasons apply primarily to elementary level students.

Figure 9

REASONS FOR TRANSFER BY GRADE LEVEL ¹⁷

House Research Graphic

20% of the reasons given for open enrollment transfers are academic. A specific program was cited as a reason for transfer 126 times, and greater academic opportunity 203 times. These academic reasons are given more often by secondary students than elementary students.

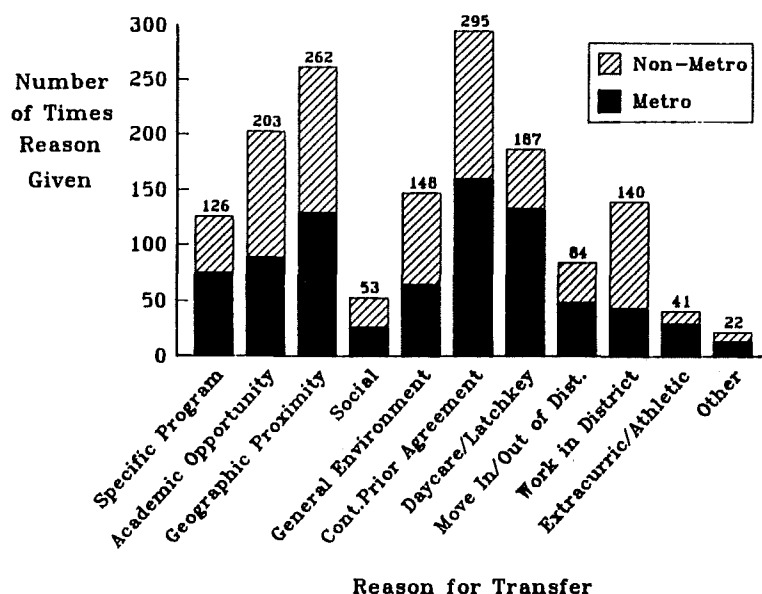
Only 6% of the reasons given for open enrollment transfer include extracurricular, athletic, or social reasons.

The most common reason given for open enrollment transfer in 1989-90 is to continue attending a program or school the student had attended in 1988-89. 24% of the reasons cited (293) are to continue attendance. It is impossible to determine why students chose that program or district in the previous year. It is possible that some of these students used open enrollment in 1988-89.

¹⁷ Data from student applications for open enrollment in 1989-90. Applications without grade data are excluded.

There are few differences in reasons given for using open enrollment between students in the metropolitan Twin Cities area and students in greater Minnesota. Figure 10 shows the reasons for transfer broken into those given by Twin Cities metropolitan area residents and those given by non-metropolitan residents. Metropolitan area students and parents report using open enrollment for daycare/latchkey and extracurricular and athletic programs more than non-metropolitan parents and students. Using open enrollment because parents work or do business in another district is reported more often by non-metropolitan participants in the program.

Figure 10

REASONS FOR TRANSFER IN METRO AND NON-METRO DISTRICTS ¹⁸

House Research Graphic

¹⁸ Data from student applications for open enrollment in 1989-90.

Appendix A: Data

Data Collection

We surveyed all 433 Minnesota school districts to gather information on student and district participation in the 1989-90 open enrollment program.¹⁹ Early in October, 1989, we sent the superintendent of each district:

- (1) a survey concerning the effect of open enrollment on that school district; and
- (2) a list of students' names, race, and grade for 1989-90 from applications to enter or leave that district using open enrollment. This information was from applications received by the Minnesota Department of Education by August 31, 1989. Districts for which the Department had no student applications were asked to verify that no students were entering or leaving the district under open enrollment.

We asked superintendents to complete the survey, check the information on the list for accuracy, and add or delete students' names from the list as necessary. Using this method, student participation in open enrollment would be verified by both the resident district and the district of attendance.

By the end of December, 391 districts (90%) had returned their surveys and verification sheets. The 42 remaining districts were contacted by phone to determine whether they were participating in open enrollment. These districts are classified as follows:

- 14 districts were not required to participate in open enrollment and confirmed that they were not participating.
- 6 districts were not required to participate, but confirmed that they were participating but had no students moving.
- 3 districts confirmed their participation in open enrollment and returned verification sheets but not the survey.
- 19 districts returned neither the verification sheets nor the surveys. These districts all had students applying to enter or leave and confirmed their participation in open enrollment.

Data Verification

We used the information from student applications that was verified by the districts to identify the students who are participating in open enrollment. Some of the data provided were conflicting or required additional confirmation. The types of additional confirmation we sought are described below:

- The districts added 363 students to the lists that we sent out. We contacted the district of attendance by phone to confirm that each student was transferring under open enrollment, not another nonresident student agreement. Of the 363 names added by districts, 196 were confirmed as open enrollment students.
- There were 415 students for which the verifications were in conflict. For example, the district of residence indicated that the student was not participating in open enrollment, and the district of attendance indicated that the student was participating. In these cases, we contacted the district that students applied to enter to confirm student participation.

¹⁹ Three school districts were not included in this analysis: Pine Point, Prinsburg, and Franconia. Pine Point is an experimental district within the Grand Rapids school district and all of its funding goes to the Grand Rapids district. Prinsburg and Franconia have no schools in the district and send all their students to other districts. In this working paper, the total number of Minnesota school districts is defined as 433.

The Final Student Participation Count

We determined that 3,218 students were participating in the open enrollment program in the 1989-90 school year. That number was determined as follows:

- 2,549 were students whose open enrollment applications had been received by the Department of Education before August 31 and were verified as participating by both the district of residence and the district of attendance.
- 196 were students for whom the department had not received an application by August 31, were added to the verification list by one or both of the districts involved, and were verified by the district of attendance as open enrollment students.
- 197 were contradictory verifications that were confirmed as participants by the district of attendance.
- 265 were students for whom the Department had received an application by August 31, and who were confirmed as participants by only the district of attendance or the district of residence. The missing verifications were the result of districts not returning their verification sheets. In these cases, student participation was based on the verification that was received.
- 11 were students for whom the Department had received an application by August 31, but for whom we had received no verification of attendance. For these few cases where we received no verification from either district, the student was classified as an open enrollment student.

The Open Enrollment Survey

Some of the data on school district participation in the program comes from the House Research open enrollment survey that superintendents completed. Superintendents in 391 (90%) of the districts completed the survey. Other results from the survey, including the effect of the program on school districts and district response to open enrollment will be presented in a future working paper.

Appendix B: Student Transfer Under Open Enrollment by District: 1989-1990

SCHOOL DISTRICT NO.	DISTRICT NAME	89-90 ENROLLMENT	OPEN ENROLLMENT PARTICIPATION	TOTAL NUMBER OF STUDENTS LEAVING	TOTAL NUMBER OF STUDENTS ENTERING	NET GAIN IN ENROLLMENT	PERCENT OF ENROLLMENT CHANGE
1	AITKIN	1256	1	4	3	-1	-.08
2	HILL CITY	319	1	0	26	26	8.16
4	MC GREGOR	570	1	11	0	-11	-1.93
6	SOUTH ST. PAUL	2925	1	11	66	55	1.88
11	ANOKA	32929	1	253	22	-231	-.70
12	CENTENNIAL	4263	1	11	15	4	.09
13	COLUMBIA HEIGHT	3390	1	12	5	-7	-.21
14	FRIDLEY	2541	1	6	23	17	.67
15	ST. FRANCIS	4454	1	22	9	-13	-.29
16	SPRING LAKE PAR	4046	1	14	25	11	.27
21	AUDUBON	333	1	7	0	-7	-2.10
22	DETROIT LAKES	2694	1	2	20	18	.67
23	FRAZEE-VERGAS	1325	1	42	3	-39	-2.94
24	LAKE PARK	436	1	15	2	-13	-2.98
31	BEMIDJI	5117	1	28	24	-4	-.08
32	BLACKDUCK	744	1	5	17	12	1.61
36	KELLIHER	238	1	2	2	0	0.00
38	REDLAKE	968	1	0	0	0	0.00
47	SAUK RAPIDS	2561	1	10	21	11	.43
51	FOLEY	1720	1	5	6	1	.06
57	BEARDSLEY	135	1	6	0	-6	-4.43
58	CLINTON	217	0	0	0	0	0.00
60	GRACEVILLE	284	0	0	0	0	0.00
62	ORTONVILLE	674	1	0	4	4	.59
70	LAKE CRYSTAL	773	1	6	1	-5	-.65
72	MAPLETON	561	1	3	2	-1	-.18
75	ST. CLAIR	492	1	14	6	-8	-1.63
77	MANKATO	6777	1	7	25	18	.27
78	GARDEN CITY	542	0	0	0	0	0.00
79	AMBOY-GOODTHUND	361	1	0	0	0	0.00
81	COMFREY	251	0	0	0	0	0.00
84	SLEEPY EYE	669	1	1	0	-1	-.15
85	SPRINGFIELD	685	0	0	0	0	0.00
88	NEW ULM	2580	1	4	4	0	0.00
91	BARNUM	705	1	8	4	-4	-.57
93	CARLTON	819	1	8	5	-3	-.37
94	CLOQUET	2258	1	3	24	21	.93
95	CROMWELL	334	1	0	0	0	0.00
97	MOOSE LAKE	770	1	2	27	25	3.25
99	ESKO	912	1	3	1	-2	-.22
100	WRENSHALL	348	1	5	3	-2	-.58
108	NORWOOD-YOUNG A	1004	1	4	2	-2	-.20
110	WACONIA	1260	1	15	9	-6	-.48
111	WATERTOWN-MAYER	1252	1	14	0	-14	-1.12

* A "1" in the open enrollment participation column indicates that the district is participating in the program in 1989-90.

** All enrollment data is based on the estimated 1989-90 Average Daily Membership, including pre-kindergarten enrollment.

SCHOOL DISTRICT NO.	DISTRICT NAME	89-90 ENROLLMENT	OPEN ENROLLMENT PARTICIPATION	TOTAL NUMBER OF STUDENTS LEAVING	TOTAL NUMBER OF STUDENTS ENTERING	NET GAIN IN ENROLLMENT	PERCENT OF ENROLLMENT CHANGE
112	CHASKA	3576	1	25	19	-6	-.17
114	BACKUS	330	1	0	4	4	1.21
115	CASS LAKE	857	1	17	15	-2	-.23
116	PILLAGER	501	1	1	0	-1	-.20
117	PINE RIVER	921	1	14	2	-12	-1.30
118	REMER	604	1	1	3	2	.33
119	WALKER-HACKENSA	679	1	3	12	9	1.33
126	CLARA CITY	382	1	2	0	-2	-.52
127	MAYNARD	254	1	18	0	-18	-7.08
128	MILAN	248	0	0	0	0	0.00
129	MONTEVIDEO	1628	1	0	20	20	1.23
138	NORTH BRANCH	2596	1	27	12	-15	-.58
139	RUSH CITY	830	1	8	11	3	.36
140	TAYLORS FALLS	338	1	15	2	-13	-3.85
141	CHISAGO LAKES	2306	1	19	32	13	.56
145	GLYNDON-FELTON	674	1	20	3	-17	-2.52
146	BARNESVILLE	876	1	5	0	-5	-.57
147	DILWORTH	599	1	9	16	7	1.17
150	HAWLEY	787	1	2	18	16	2.03
152	MOORHEAD	5221	1	19	12	-7	-.13
158	GONVICK-TRAIL	199	1	2	13	11	5.54
161	CLEARBROOK	375	0	0	0	0	0.00
162	BAGLEY	1373	1	0	0	0	0.00
166	COOK COUNTY	618	1	1	0	-1	-.16
173	MOUNTAIN LAKE	488	0	0	0	0	0.00
175	WESTBROOK	329	0	0	0	0	0.00
177	WINDOM	1226	1	0	0	0	0.00
178	STORDEN-JEFFERS	331	0	0	0	0	0.00
181	BRAINERD	6044	1	0	18	18	.30
182	CROSBY-IRONTON	1531	1	14	2	-12	-.78
186	PEQUOT LAKES	932	1	2	7	5	.54
191	BURNSVILLE	9669	1	10	18	8	.08
192	FARMINGTON	2553	1	3	9	6	.23
194	LAKEVILLE	4364	1	5	4	-1	-.02
195	RANDOLPH	346	1	3	0	-3	-.87
196	ROSEMOUNT	19262	1	28	5	-23	-.12
197	WEST ST. PAUL	4443	1	17	82	65	1.46
199	INVER GROVE-PIN	3609	1	41	2	-39	-1.08
200	HASTINGS	4785	1	10	10	0	0.00
201	CLAREMONT	228	0	0	0	0	0.00
202	DODGE CENTER	657	1	1	2	1	.15
203	HAYFIELD	989	1	3	3	0	0.00
204	KASSON-MANTORVI	1412	1	3	0	-3	-.21
205	WEST CONCORD	443	1	0	0	0	0.00
206	ALEXANDRIA	3845	1	7	15	8	.21
207	BRANDON	405	1	5	0	-5	-1.24
208	EVANSVILLE	309	1	6	0	-6	-1.94
209	KENSINGTON	181	1	1	11	10	5.54
213	OSAKIS	627	1	1	0	-1	-.16
217	BRICELYN	149	0	0	0	0	0.00
218	DELAVAN	166	0	0	0	0	0.00
219	ELMORE	205	0	0	0	0	0.00
222	KIESTER-WALTERS	227	0	0	0	0	0.00
223	MINNESOTA LAKE	263	1	5	0	-5	-1.90
224	WELLS	669	1	1	9	8	1.20
225	WINNEBAGO	418	1	0	0	0	0.00
227	CHATFIELD	823	1	5	5	0	0.00
228	HARMONY	432	1	5	0	-5	-1.16
229	LANESBORO	381	1	5	2	-3	-.79

SCHOOL DISTRICT NO.	DISTRICT NAME	89-90 ENROLLMENT	OPEN ENROLLMENT PARTICIPATION	TOTAL NUMBER OF STUDENTS LEAVING	TOTAL NUMBER OF STUDENTS ENTERING	NET GAIN IN ENROLLMENT	PERCENT OF ENROLLMENT CHANGE
232	PETERSON	180	1	21	3	-18	-10.02
233	PRESTON-FOUNTAIN	564	1	4	6	2	.35
234	RUSHFORD	624	1	0	11	11	1.76
236	WYKOFF	277	0	0	0	0	0.00
237	SPRING VALLEY	797	0	0	0	0	0.00
238	MABEL-CANTON	412	0	0	0	0	0.00
240	BLUE EARTH	1052	1	0	0	0	0.00
241	ALBERT LEA	4449	1	4	0	-4	-.09
242	ALDEN	349	1	1	0	-1	-.29
243	EMMONS	209	0	0	0	0	0.00
244	FREEBORN	190	1	2	0	-2	-1.05
245	GLENVILLE	434	1	0	0	0	0.00
252	CANNON FALLS	1459	1	4	4	0	0.00
253	GOODHUE	549	1	7	15	8	1.46
254	KENYON	620	1	5	17	12	1.94
255	PINE ISLAND	1063	1	7	16	9	.85
256	RED WING	3120	1	20	16	-4	-.13
258	WANAMINGO	317	1	6	4	-2	-.63
260	ZUMBROTA	735	1	6	4	-2	-.27
261	ASHBY	314	1	0	25	25	7.96
262	BARRETT	129	1	1	0	-1	-.77
263	ELBOW LAKE	449	1	3	2	-1	-.22
264	HERMAN	293	1	8	1	-7	-2.39
265	HOFFMAN	255	1	1	6	5	1.96
270	HOPKINS	6917	1	7	70	63	.91
271	BLOOMINGTON	11531	1	7	17	10	.09
272	EDEN PRAIRIE	6131	1	14	22	8	.13
273	EDINA	5586	1	4	0	-4	-.07
276	MINNETONKA	6003	1	18	32	14	.23
277	WESTONKA	2587	1	100	3	-97	-3.75
278	ORONO	2061	1	6	100	94	4.56
279	OSSEO	19175	1	33	2	-31	-.16
280	RICHFIELD	4393	1	2	7	5	.11
281	ROBBINSDALE	14336	1	31	32	1	.01
282	ST. ANTHONY-NEW	1008	1	2	30	28	2.78
283	ST. LOUIS PARK	3857	1	22	1	-21	-.54
284	WAYZATA	6886	1	25	24	-1	-.01
286	BROOKLYN CENTER	1471	1	2	230	228	15.50
294	HOUSTON	524	0	0	0	0	0.00
297	SPRING GROVE	484	0	0	0	0	0.00
299	CALEDONIA	859	1	10	1	-9	-1.05
300	LA CRESCENT	1292	1	2	21	19	1.47
301	AKELEY	214	0	0	0	0	0.00
306	LAPORTE	300	1	20	6	-14	-4.66
308	NEVIS	323	1	0	0	0	0.00
309	PARK RAPIDS	2090	1	1	2	1	.05
314	BRAHAM	1049	1	5	4	-1	-.10
316	COLERAINE	1726	1	21	14	-7	-.41
317	DEER RIVER	1085	1	18	9	-9	-.83
318	GRAND RAPIDS	4801	1	78	44	-34	-.71
319	NASHWAUK-KEEWAT	783	1	2	0	-2	-.26
323	FRANCONIA	21	0	0	0	0	0.00
324	JACKSON	1088	1	0	0	0	0.00
325	LAKEFIELD	453	0	0	0	0	0.00
328	SIOUX VALLEY	85	0	0	0	0	0.00
330	HERON LAKE-OKAB	386	0	0	0	0	0.00
332	MORA	1815	1	2	2	0	0.00
333	OGILVIE	687	1	2	2	0	0.00
341	ATWATER	607	1	2	6	4	.66
345	NEW LONDON-SPIC	1619	1	4	12	8	.49
346	RAYMOND	327	0	0	0	0	0.00
347	WILLMAR	4618	1	8	2	-6	-.13

SCHOOL DISTRICT NO.	DISTRICT NAME	89-90 ENROLLMENT	OPEN ENROLLMENT PARTICIPATION	TOTAL NUMBER OF STUDENTS LEAVING	TOTAL NUMBER OF STUDENTS ENTERING	NET GAIN IN ENROLLMENT	PERCENT OF ENROLLMENT CHANGE
351	HALLOCK	368	0	0	0	0	0.00
352	HUMBOLDT-ST. VI	77	1	0	0	0	0.00
353	KARLSTAD	387	0	0	0	0	0.00
354	KENNEDY	152	0	0	0	0	0.00
356	LANCASTER	183	0	0	0	0	0.00
361	INTERNATIONAL F	1943	1	0	0	0	0.00
362	LITTLEFORK-BIG	349	0	0	0	0	0.00
363	SOUTH KOCHICHI	349	1	0	37	37	10.60
371	BELLINGHAM	193	1	16	5	-11	-5.69
376	MARIETTA	113	0	0	0	0	0.00
377	MADISON	587	1	6	20	14	2.39
378	DAWSON-BOYD	743	1	9	1	-8	-1.08
381	LAKE SUPERIOR	2291	1	26	27	1	.04
390	LAKE OF THE WOOD	668	1	2	0	-2	-.30
391	CLEVELAND	486	1	6	0	-6	-1.24
392	LE CENTER	741	1	1	4	3	.41
393	LE SUEUR	999	1	7	2	-5	-.50
394	MONTGOMERY-LONS	1038	1	16	0	-16	-1.54
395	WATERVILLE-ELYS	844	1	3	4	1	.12
402	HENDRICKS	178	0	0	0	0	0.00
403	IVANHOE	386	0	0	0	0	0.00
404	LAKE BENTON	278	1	0	0	0	0.00
408	VERDI	78	0	0	0	0	0.00
409	TYLER	462	0	0	0	0	0.00
411	BALATON	311	0	0	0	0	0.00
412	COTTONWOOD	422	0	0	0	0	0.00
413	MARSHALL	2228	1	0	0	0	0.00
414	MINNEOTA	504	1	0	0	0	0.00
415	LYND	195	1	0	0	0	0.00
417	TRACY	798	0	0	0	0	0.00
418	RUSSELL	212	0	0	0	0	0.00
421	BROWNTON	364	1	3	7	4	1.10
422	GLENCOE	1273	1	8	5	-3	-.24
423	HUTCHINSON	2733	1	5	21	16	.59
424	LESTER PRAIRIE	453	1	0	0	0	0.00
425	SILVER LAKE	358	1	3	0	-3	-.84
426	STEWART	293	1	8	0	-8	-2.73
427	WINSTED	256	0	0	0	0	0.00
432	MAHNOMEN	842	1	0	0	0	0.00
435	WAUBUN	678	1	0	2	2	.30
436	ALVARADO	175	0	0	0	0	0.00
437	ARGYLE	268	0	0	0	0	0.00
440	MIDDLE RIVER	212	1	0	0	0	0.00
441	NEWFOLDEN	454	0	0	0	0	0.00
442	OSLO	127	0	0	0	0	0.00
443	STEPHEN	301	0	0	0	0	0.00
444	STRANDQUIST	93	0	0	0	0	0.00
446	WARREN	614	0	0	0	0	0.00
447	GRYGLA-GATZKE	261	0	0	0	0	0.00
451	CEYLON	205	0	0	0	0	0.00
453	EAST CHAIN	170	0	0	0	0	0.00
454	FAIRMONT	2108	1	1	0	-1	-.05
456	SHERBURN	432	0	0	0	0	0.00
457	TRIMONT	251	0	0	0	0	0.00
458	TRUMAN	432	1	0	1	1	.23
459	WELCOME	279	0	0	0	0	0.00
460	GRANADA-HUNTLEY	337	0	0	0	0	0.00
461	COSMOS	288	1	6	9	3	1.04
463	EDEN VALLEY-WAT	857	1	3	2	-1	-.12
464	GROVE CITY	327	1	4	1	-3	-.92
465	LITCHFIELD	2063	1	15	2	-13	-.63
466	DASSEL-COKATO	1849	1	2	3	1	.05

SCHOOL DISTRICT NO.	DISTRICT NAME	89-90 ENROLLMENT	OPEN ENROLLMENT PARTICIPATION	TOTAL NUMBER OF STUDENTS LEAVING	TOTAL NUMBER OF STUDENTS ENTERING	NET GAIN IN ENROLLMENT	PERCENT OF ENROLLMENT CHANGE
473	ISLE	523	1	1	5	4	.76
477	PRINCETON	2655	1	37	12	-25	-.94
480	ONAMIA	778	1	1	1	0	0.00
482	LITTLE FALLS	3298	1	8	3	-5	-.15
483	MOTLEY	494	1	0	1	1	.20
484	PIERZ	811	1	7	0	-7	-.86
485	ROYALTON	790	1	2	9	7	.89
486	SWANVILLE	435	1	11	4	-7	-1.61
487	UPSALA	464	1	1	6	5	1.08
492	AUSTIN	3886	1	9	0	-9	-.23
495	GRAND MEADOW	392	1	0	0	0	0.00
497	LYLE	275	1	0	0	0	0.00
499	LE ROY-OSTRANDE	437	1	0	0	0	0.00
500	SOUTHLAND	634	1	1	4	3	.47
504	SLAYTON	726	1	0	0	0	0.00
505	FULDA	565	1	0	0	0	0.00
507	NICOLLET	384	1	4	2	-2	-.52
508	ST. PETER	1823	1	1	12	11	.60
511	ADRIAN	508	0	0	0	0	0.00
513	BREWSTER	237	0	0	0	0	0.00
514	ELLSWORTH	223	0	0	0	0	0.00
516	ROUND LAKE	193	0	0	0	0	0.00
518	WORTHINGTON	2320	1	0	0	0	0.00
521	ADA	542	1	0	3	3	.55
522	BORUP	128	1	2	9	7	5.45
523	GARY	188	0	0	0	0	0.00
524	HALSTAD	175	1	0	0	0	0.00
525	HENDRUM-PERLEY	199	1	0	9	9	4.53
526	TWIN VALLEY	361	1	1	0	-1	-.28
531	BYRON	1196	1	1	2	1	.08
533	DOVER-EYOTA	832	1	8	3	-5	-.60
534	STEWARTVILLE	1592	1	7	5	-2	-.13
535	ROCHESTER	13276	1	29	26	-3	-.02
542	BATTLE LAKE	449	1	2	0	-2	-.45
543	DEER CREEK	221	0	0	0	0	0.00
544	FERGUS FALLS	2999	1	20	9	-11	-.37
545	HENNING	496	1	0	0	0	0.00
547	PARKERS PRAIRIE	571	1	3	1	-2	-.35
548	PELICAN RAPIDS	1101	1	0	0	0	0.00
549	PERHAM	1304	1	10	4	-6	-.46
550	UNDERWOOD	430	1	8	0	-8	-1.86
553	NEW YORK MILLS	738	1	1	9	8	1.08
561	GOODRIDGE	252	1	5	4	-1	-.40
564	THIEF RIVER FAL	2286	1	4	4	0	0.00
566	ASKOV	368	1	7	0	-7	-1.90
570	FINLAYSON	240	0	0	0	0	0.00
573	HINCKLEY	892	1	2	14	12	1.35
576	SANDSTONE	651	1	4	2	-2	-.31
577	WILLOW RIVER	439	1	17	0	-17	-3.87
578	PINE CITY	1603	1	15	6	-9	-.56
581	EDGERTON	290	0	0	0	0	0.00
582	JASPER	218	0	0	0	0	0.00
583	PIPESTONE	1362	1	0	0	0	0.00
584	RUTHTON	192	0	0	0	0	0.00
592	CLIMAX	199	1	0	0	0	0.00
593	CROOKSTON	1950	1	0	0	0	0.00
595	EAST GRAND FORK	1894	1	0	0	0	0.00
597	ERSKINE	192	0	0	0	0	0.00
599	FERTILE-BELTRAM	539	1	0	0	0	0.00

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600	FISHER	227	0	0	0	0	0.00
601	FOSSTON	819	1	16	0	-16	-1.95
603	MC INTOSH	310	1	1	0	-1	-.32
604	MENTOR	154	1	0	0	0	0.00
611	CYRUS	157	1	10	3	-7	-4.46
612	GLENWOOD	1041	1	12	1	-11	-1.06
614	STARBUCK	412	1	3	0	-3	-.73
615	VILLARD	226	1	1	0	-1	-.44
621	MOUNDS VIEW	11253	1	45	22	-23	-.20
622	NORTH ST. PAUL-	9212	1	32	50	18	.20
623	ROSEVILLE	6301	1	16	71	55	.87
624	WHITE BEAR LAKE	8415	1	41	74	33	.39
625	ST. PAUL	33004	1	201	38	-163	-.49
627	OKLEE	344	1	2	9	7	2.03
628	PLUMMER	231	1	0	0	0	0.00
630	RED LAKE FALLS	475	0	0	0	0	0.00
631	BELVIEW	177	0	0	0	0	0.00
633	LAMBERTON	287	0	0	0	0	0.00
635	MILROY	201	0	0	0	0	0.00
636	MORGAN	277	1	0	0	0	0.00
637	REDWOOD FALLS	1150	1	0	0	0	0.00
638	SANBORN	202	0	0	0	0	0.00
640	WABASSO	472	0	0	0	0	0.00
641	WALNUT GROVE	255	0	0	0	0	0.00
646	BIRD ISLAND	339	1	1	2	1	.29
647	BUFFALO LAKE	257	1	1	5	4	1.56
648	DANUBE	323	1	6	0	-6	-1.86
649	FAIRFAX	327	1	0	2	2	.61
650	FRANKLIN	127	1	0	0	0	0.00
651	HECTOR	406	1	6	1	-5	-1.23
652	MORTON	273	0	0	0	0	0.00
653	OLIVIA	656	1	0	7	7	1.07
654	RENVILLE	398	1	0	0	0	0.00
655	SACRED HEART	221	1	0	0	0	0.00
656	FARIBAULT	4236	1	26	10	-16	-.38
657	MORRISTOWN	339	1	16	6	-10	-2.95
659	NORTHFIELD	3129	1	3	7	4	.13
669	MAGNOLIA	187	0	0	0	0	0.00
670	LUVERNE	1199	1	0	2	2	.17
671	HILLS-BEAVER CR	441	1	2	0	-2	-.45
676	BADGER	217	1	2	0	-2	-.92
678	GREENBUSH	421	1	0	0	0	0.00
682	ROSEAU	1271	1	0	2	2	.16
690	WARROAD	1256	1	0	1	1	.08
691	AURORA-HOYT LAK	1275	1	3	0	-3	-.24
692	BABBITT	565	0	0	0	0	0.00
693	BIWABIK	472	1	4	0	-4	-.85
695	CHISHOLM	1128	1	6	6	0	0.00
696	ELY	788	1	0	0	0	0.00
697	EVELETH	1060	1	7	7	0	0.00
698	FLOODWOOD	312	1	3	0	-3	-.96
699	GILBERT	559	0	0	0	0	0.00
700	HERMANTOWN	1448	1	9	43	34	2.35
701	HIBBING	3327	1	7	40	33	.99
704	PROCTOR	2164	1	20	19	-1	-.05
706	VIRGINIA	1991	1	0	167	167	8.39
707	NETT LAKE	146	0	0	0	0	0.00
708	TOWER-SOUDAN	343	0	0	0	0	0.00
709	DULUTH	13923	1	56	37	-19	-.14
710	ST. LOUIS COUNT	2539	1	61	2	-59	-2.32
712	MT. IRON-BUHL	1036	1	158	3	-155	-14.97
716	BELLE PLAINE	918	1	0	3	3	.33
717	JORDAN	1064	1	17	1	-16	-1.50
719	PRIOR LAKE	3375	1	8	12	4	.12

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720	SHAKOPEE	2468	1	5	1	-4	-.16
721	NEW PRAGUE	1838	1	2	20	18	.98
726	BECKER	949	1	5	20	15	1.58
727	BIG LAKE	1246	1	12	3	-9	-.72
728	ELK RIVER	6183	1	16	33	17	.27
731	ARLINGTON	858	1	1	0	-1	-.12
732	GAYLORD	597	1	4	8	4	.67
733	GIBBON	274	1	1	1	0	0.00
734	HENDERSON	296	0	0	0	0	0.00
735	WINTHROP	421	1	3	0	-3	-.71
736	BELGRADE	594	1	4	1	-3	-.50
737	BROOTEN	452	1	2	0	-2	-.44
738	HOLDINGFORD	1104	1	2	4	2	.18
739	KIMBALL	892	1	6	13	7	.79
740	MELROSE	1342	1	1	1	0	0.00
741	PAYNESVILLE	1383	1	1	1	0	0.00
742	ST. CLOUD	10667	1	45	26	-19	-.18
743	SAUK CENTRE	982	1	6	0	-6	-.61
745	ALBANY	1623	1	4	2	-2	-.12
748	SARTELL	1809	1	12	0	-12	-.66
750	COLD SPRING	1994	1	6	15	9	.45
756	BLOOMING PRAIRI	970	1	3	11	8	.82
761	OWATONNA	4226	1	6	14	8	.19
762	ELLENDALÉ-GENEV	422	0	0	0	0	0.00
763	MEDFORD	555	1	13	2	-11	-1.98
768	HANCOCK	318	1	5	6	1	.31
769	MORRIS	1135	1	0	12	12	1.06
771	CHOKIO-ALBERTA	345	1	1	0	-1	-.29
775	KERKHOVEN-MURDO	613	1	0	2	2	.33
777	BENSON	1146	1	0	1	1	.09
784	APPLETON	640	1	2	0	-2	-.31
786	BERTHA-HEWITT	639	1	1	2	1	.16
787	BROWERVILLE	473	1	0	13	13	2.75
789	CLARISSA	328	0	0	0	0	0.00
790	EAGLE BEND	368	1	1	0	-1	-.27
791	GREY EAGLE	311	1	2	0	-2	-.64
792	LONG PRAIRIE	1088	1	0	5	5	.46
793	STAPLES	1527	1	12	0	-12	-.79
801	BROWNS VALLEY	166	1	0	0	0	0.00
803	WHEATON	504	1	0	6	6	1.19
806	ELGIN-MILLVILLE	580	1	4	7	3	.52
809	MAZEPPA	348	1	5	0	-5	-1.44
810	PLAINVIEW	1044	1	1	1	0	0.00
811	WABASHA	827	0	0	0	0	0.00
813	LAKE CITY	1298	1	9	12	3	.23
815	PRINSBURG	17	0	0	0	0	0.00
818	VERNDALÉ	420	1	0	0	0	0.00
819	WADENA	1239	1	3	2	-1	-.08
820	SEBEKA	713	1	9	11	2	.28
821	MENAHGA	670	1	13	37	24	3.58
827	NEW RICHLAND-HA	617	1	4	4	0	0.00
829	WASECA	2211	1	6	27	21	.95
830	JANESVILLE	555	1	5	1	-4	-.72
831	FOREST LAKE	6978	1	37	34	-3	-.04
832	MAHTOMEDI	1959	1	33	37	4	.20
833	SOUTH WASHINGTO	10856	1	15	24	9	.08
834	STILLWATER	7781	1	26	31	5	.06
836	BUTTERFIELD	274	0	0	0	0	0.00
837	MADÉLIA	607	0	0	0	0	0.00
840	ST. JAMES	1210	1	1	0	-1	-.08
846	BRECKENRIDGE	925	1	1	0	-1	-.11

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850	ROTHSAY	251	1	1	4	3	1.20
852	CAMPBELL-TINTAH	213	1	0	0	0	0.00
857	LEWISTON	731	1	3	22	19	2.60
858	ST. CHARLES	952	1	4	11	7	.74
861	WINONA	4826	1	22	1	-21	-.44
876	ANNANDALE	1622	1	0	2	2	.12
877	BUFFALO	4063	1	14	20	6	.15
879	DELANO	1469	1	12	28	16	1.09
880	HOWARD LAKE-WAV	869	1	2	0	-2	-.23
881	MAPLE LAKE	737	1	3	0	-3	-.41
882	MONTICELLO	2772	1	4	10	6	.22
883	ROCKFORD	1440	1	27	5	-22	-1.53
885	ST. MICHAEL-ALB	1343	1	21	12	-9	-.67
891	CANBY	761	1	4	0	-4	-.53
892	CLARKFIELD	414	1	4	7	3	.73
893	ECHO	142	0	0	0	0	0.00
894	GRANITE FALLS	935	1	0	4	4	.43
896	WOOD LAKE	147	1	0	0	0	0.00
911	CAMBRIDGE	3879	1	9	33	24	.62
912	MILACA	1619	1	7	1	-6	-.37
913	WALDORF-PEMBERT	397	1	14	0	-14	-3.53
914	ULEN-HITTERDAL	424	1	0	0	0	0.00
918	CHANDLER-LAKE W	266	0	0	0	0	0.00
991	MINNEAPOLIS	40104	1	30	3	-27	-.07