
MOUNT VERNON SCHOOL DIST. NO. 320

CAPITAL FACILITIES PLAN

2014

Adopted by Board of Directors:
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Prepared by
Mount Vernon School District No. 320

**CAPITAL FACILITIES PLAN
Mount Vernon School District No. 320**

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SECTION 1: INTRODUCTION

Purpose of the Capital Facilities Plan

The Washington Growth Management Act (the GMA) outlines 13 broad goals including adequate provision of necessary public facilities and services. Schools are among these necessary facilities and services. The Mount Vernon School District (District) has developed Capital Facilities Plans to satisfy the requirements of RCW 36.70A.070 and to identify additional school facilities necessary to meet the educational needs of the growing student population anticipated in the District. The CFP has been revised and updated in 2014.

This Capital Facilities Plan (CFP) is intended to provide the Mount Vernon School District, Skagit County and the City of Mount Vernon with a description of facilities needed to accommodate projected student enrollment at acceptable levels of service through the year 2020. The CFP also provides a detailed schedule and financing program for capital improvements over the 6-year planning period.

In accordance with GMA mandates, this CFP contains the following required elements:

- Future enrollment forecasts for each grade span (elementary, middle and high).
- An inventory of existing capital facilities owned by the District, showing the locations and student capacities of the facilities.
- A forecast of the future needs for capital facilities and school sites, distinguishing between existing and projected deficiencies.
- The proposed capacities of expanded or new capital facilities.
- A 6-year plan for financing capital facilities within projected funding capacities, which clearly identifies sources of public money for such purposes. The financing plan separates projects and portions of projects which add capacity from those which do not, since the latter are generally not appropriate for impact fee funding.
- A calculation of impact fees to be assessed and support data substantiating said fees.

In developing this CFP, the District consulted Chapter 11 of the Skagit County Comprehensive Plan (Capital Facilities). Policy 11A-1.6 allows for the District to document its needs through a Capital Facilities Plan, which will be accepted by the City and County if found to be consistent with their respective plans. The specific requirements for school districts to become eligible for collection of development impact fees are found in Skagit County Ordinance 15432 and Mount Vernon Ordinance 2552, including any subsequent amendments to those ordinances.

Significant Issues Related to the Facility Planning in the Mount Vernon School District

Population growth and State policies affecting education have had and will continue to have a significant impact on the District's instructional space. The most significant issue in the District in 2014 is capacity and the effect of recent enrollment growth and future projected growth. The rapid growth in the District has made it impossible to provide new, permanent facilities in time to prevent overcrowding in existing schools and has resulted in many students being housed in portable classrooms.

Full time equivalent (FTE) enrollment on October 1, 2013, was 6,328 students. Headcount enrollment on the same day was 6,537. FTE enrollment for the 2019-2020 school year is projected to be 6,570 according to OSPI. The District's own projection for the same year is 6,714.

Student capacity at the District's facilities has faced continuing pressures over the past decade. Prior to completion of Phase 1 in 1997, every school in the District had been operating at or beyond enrollment capacity for at least five years. The elementary schools and Mount Vernon High School are again operating well beyond capacity. Enrollment projections at the elementary school level forecasts continued growth from in-migration over the next six years and beyond. The District is closely monitoring enrollment at the high school level. Between 2011 and 2012 high school enrollment increased by 2.5% before leveling off in 2013. The District's enrollment projections show an anticipated slight increase in high school enrollment in the fall of 2014, and then a relatively stable figure through 2019 with a sharp increase thereafter.

Enrollment at the High School on October 1, 2013, was 1,915 FTE students. Currently the High School is more than 300 students beyond its capacity of 1,596 students. In 2006, the District added capacity for an additional 225 students at the High School. Recently, a classroom addition was completed adding capacity for an additional 96 students. The District employs 15 portable classrooms to accommodate this overcrowding.

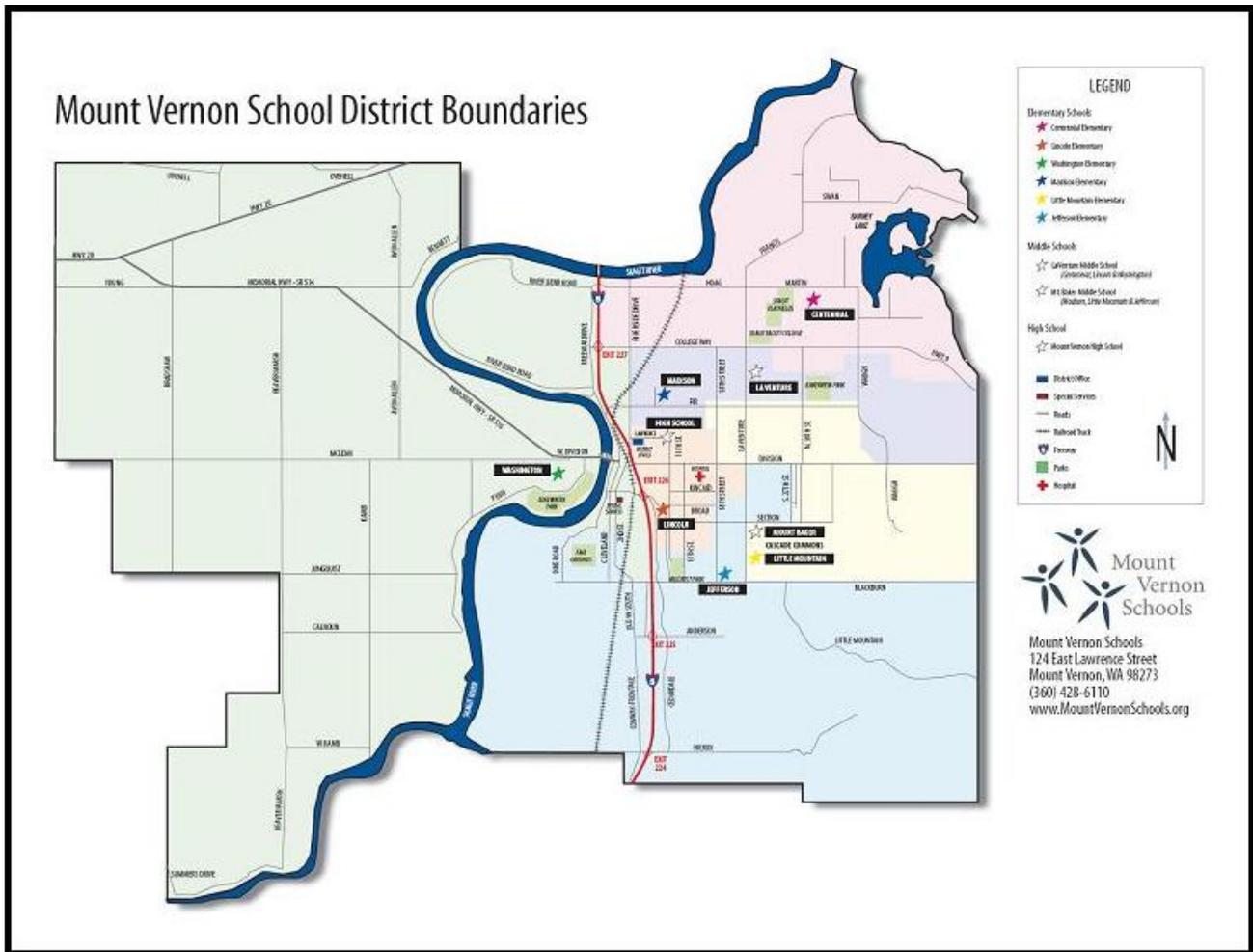
Elementary enrollment continues to grow and exceeds permanent capacity. There are currently 35 portable buildings being used at elementary sites to accommodate overcrowding. Beginning in the 2014-15 school year, sixth graders will move from the elementary school to a new middle school configuration. This move will help to free up capacity at the elementary level but will also create capacity needs at the middle school level.

To keep pace with growth, the District relies on its Six-Year Capital Facilities Plan to ensure adequate capacity. The plan indicates a need to construct an additional elementary school and add capacity at LaVenture and Mount Baker Middle Schools. The plan also identifies adding capacity at the High School with an addition to the Old Main building and replacing and expanding the existing Agriculture Building. Finally, the District plans to replace the existing Madison Elementary School. The District recently acquired a future elementary school site near Division Street.

The District's voters approved a \$33 million bond issue in 2001 to fund the District's Phase 2 construction projects, which are now completed. The District anticipates that it will propose two future bond measure to fund the estimated local costs of the projects identified in this Capital Facilities Plan. Development impact fees will be necessary to supplement these funds and to offset, at least in part, the effects of growth.

These issues are addressed in greater detail in this Capital Facilities Plan.

Figure 1 – Map of District Facilities



SECTION 2: DEFINITIONS

Average Assessed Value means the average assessed value by dwelling unit type of all residential units constructed within the District.

Board means the Board of Directors of the Mount Vernon School District (“School Board”).

Capital Facilities means school facilities identified in the District’s Capital Facilities Plan. Capital facilities are defined as any structure, improvement, piece of equipment or other major asset, including land that has a useful life of at least ten years

Capital Facilities Plan (CFP) means the District’s facilities plan adopted by its school board meeting the requirements of the Growth Management Act, Chapter 11 of the Skagit County Comprehensive Plan, Skagit County Ordinance 15432 and Mount Vernon Ordinance 2552, and any subsequent amendments to those ordinances. The definition refers to this document.

City means the City of Mount Vernon.

County means Skagit County.

County Commission means the Skagit County Board of Commissioners.

City Council means the Mount Vernon City Council.

Construction Cost Allowance means the maximum cost per square foot of construction that the state will recognize. This amount is established by the legislature in the biennium budget.

Development means all subdivisions, short subdivisions, conditional use or special use permits, binding site plan approvals, rezones accompanied by an official site plan, or building permits (including building permits for multi-family and duplex residential structures, and all similar uses) and other applications requiring land use permits or approval by Skagit County or the City of Mount Vernon.

Development Approval means any written authorization from the City or County which authorizes the commencement of a development activity.

District means Mount Vernon School District No. 320.

District Property Tax Levy Rate means the District’s current capital property tax rate per thousand dollars of assessed value.

Dwelling Unit Type means (1) single-family residences and (2) multi-family apartment or condominium units.

Encumbered means school impact fees identified by the District to be committed as part of the funding for capital facilities for which the publicly funded share has been assured, development approvals have been sought or construction contracts have been let.

Estimated Facility Construction Cost means the planned costs of new schools or the actual construction costs of schools of the same grade span recently constructed by the District, including on-site and off-site improvement costs.

FTE (Full Time Equivalent) is a means of measuring student enrollment based on the number of hours per day in attendance at the District's schools. A student is considered one FTE if he/she is enrolled for the equivalent of a full schedule each school day. The District implemented all-day Kindergarten in the 2013-14 school year, meaning that Kindergarten classes, along with all other grades, are considered to contain one FTE per student.

Grade Span means a category into which the District groups its grades of students (e.g., elementary, middle or junior high, and high school). Starting in the fall of 2014, grade spans for the Mount Vernon School District include grades K-5 for elementary level, grades 6-8 for middle school and grades 9-12 for senior high school.

Growth Management Act (GMA) means the Growth Management Act, Chapter 17, Laws of the State of Washington of 1990, 1st Ex. Sess., as now in existence or as hereafter amended.

Interest Rate means the current interest rate as stated in the Bond Buyer Twenty-Bond General Obligation Bond Index.

Land Cost Per Acre means the estimated average land acquisition cost per acre (in current dollars) based on recent site acquisition costs, comparisons of comparable site acquisition costs in other districts, or the average assessed value per acre of properties comparable to school sites located within the District.

Multi-Family Dwelling Unit means any residential dwelling unit that is not a single-family unit.

OSPI means Washington State Office of the Superintendent of Public Instruction.

Permanent Facilities means school facilities of the District with a fixed foundation.

Portables: Synonym for Relocatable Facilities.

R.C.W. means the Revised Code of Washington.

Relocatable Facilities (also referred to as Portables) means factory-built structures, transportable in one or more sections, that are designed to be used as an education spaces and are needed to prevent the overbuilding of school facilities, to meet the needs of service areas within the District, or to cover the gap between the time that families move

into new residential developments and the date that construction is completed on permanent school facilities. Portables are not considered permanent classrooms by the District.

Relocatable Facilities Cost means the total cost, based on actual costs incurred by the District, for purchasing and installing portable classrooms.

Relocatable Facilities Student Capacity means the rated capacity for a typical portable classroom used for a specified grade span.

School Impact Fee means a payment of money imposed upon development as a condition of development approval to pay for school facilities needed to serve the new growth and development. The school impact fee does not include a reasonable permit fee, an application fee, the administrative fee for collecting and handling impact fees, or the cost of reviewing independent fee calculations.

SEPA means the State Environmental Policy Act.

Single-Family Dwelling Unit means any detached residential dwelling unit designed for occupancy by a single-family or household.

Standard of Service means the standard adopted by the District which identifies the program year, the class size by grade span and taking into account the requirements of students with special needs, the number of classrooms, the types of facilities within the District's Capital Facilities Plan. The District's standard of service shall not be adjusted for any portion of the classrooms housed in relocatable facilities which are used as transitional facilities or from any specialized facilities housed in relocatable facilities.

State Funding Assistance Percentage means the proportion of funds that are provided to the District for specific capital projects from the State's Common School Construction Fund. These funds are disbursed based on a formula which calculates district assessed valuation per pupil relative to the whole state assessed valuation per pupil to establish the maximum percentage of the total project eligible to be paid by the State.

Student Factor [Student Generation Rate (SGR)] means the average number of students generated from new dwelling units constructed within the District. The District uses a statistically valid methodology to calculate a SGR for single family dwelling units and a SGR for multi-family dwelling units.

Teaching Station means a facility space (classroom) specifically dedicated to implementing the District's educational program and capable of accommodating at any one time, at least a full class of up to 33 students. In addition to traditional classrooms, these spaces can include computer labs, auditoriums, gymnasiums, music rooms and other special education and resource rooms.

Unhoused Students means students projected to be housed in classrooms where class size exceeds standards within the District and students area projected to be housed in portable classrooms.

SECTION 3: DISTRICT EDUCATIONAL PROGRAM STANDARDS

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the School Board's adopted educational programs. The educational program standards, which typically drive facility space needs, include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and use of relocatable classroom facilities (Portables).

In addition, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as: Special Education, English as a Second Language, education, remediation, migrant education, alcohol and drug education, AIDS education, preschool and daycare programs, computer labs, music programs, etc. These special or nontraditional educational programs can have a significant impact on the available student capacity of school facilities.

Special programs offered by the Mount Vernon School District at specific school sites include:

- Resource rooms,
- District remediation programs,
- Learning Assisted Program (LAP),
- Education for disadvantaged students (Chapter 1),
- English-as-a-Second Language program (ESL),
- Severe behavior disordered program, and
- Moderate to severe disabilities program.

Variations in student capacity between schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space that can reduce the permanent capacity of the buildings housing these programs. Some students, for example, leave their regular classroom for a period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

The District now provides all-day kindergarten at all elementary schools.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class size, grade span configurations, and use of new technology, and other physical aspects of the school facilities. In addition, implementing State level policy directives regarding small K-3 class size will influence program standards. School capacity inventory will be reviewed periodically

and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan (CFP). The District's minimum educational program standards, which directly affect school capacity, are outlined below.

Educational Program Standards for K-12

- Class size for K-1st should not exceed 26 students.
- The goal for average class size for grades 2nd-12th is 28 students.
- The District goal for K-8 enrollment is that no K-8 school should house more than 550 students in permanent facilities.
- Special needs students at all grade levels will be integrated into general classrooms whenever possible. Self-contained classrooms will be provided for severely disabled students as needed.
- All students will be provided music instruction in a separate classroom.
- All students will have access to computer technology, either within the regular classroom or in a computer lab setting.
- All students will be provided ample facilities for physical education programs.
- Secondary (7-12) students will have adequately equipped facilities for science, art, business, technology, vocational programs and all courses offered in the District's secondary curriculum.

SECTION 4: CAPITAL FACILITIES INVENTORY

Capital Facilities

Under the GMA cities and counties are required to inventory capital facilities used to serve existing development. The purpose of the facilities inventory is to establish a baseline for determining what facilities will be required to accommodate future demand (student enrollment) at acceptable or established educational program standards. This section provides an inventory of capital facilities owned and operated by the Mount Vernon School District including schools, relocatable classrooms (Portables), developed school sites, undeveloped land and support facilities. School facility capacity was inventoried based on the space required to accommodate the District's adopted educational program standards (see Section 3). A map showing locations of District facilities is provided as Figure 1.

A detailed school capacity analysis is provided in Tables 1, 2 and 3. Relocatable classrooms (Portables) are not viewed by the District as a solution for housing students on a permanent basis. Therefore, these facilities were not included in the school capacity calculations provided in Tables 1, 2 and 3. Use of Portables is discussed in more detail in the following section.

Schools

The Mount Vernon School District has six elementary schools, two middle schools and one high school. Beginning in the 2014 school year, the District will transition from K-6 elementary and 7-8 middle school grade configurations to K-5 and 6-8, respectively.

The State (OSPI) calculates school capacity by dividing gross square footage of a building by a standard square footage per student. This method is used by the State as a simple and uniform approach for determining school capacity for purposes of allocating available State Funding Assistance to school districts for new school construction. This method is not necessarily considered to be an accurate reflection of the *functional* capacity required to accommodate the adopted educational program of each individual district. For these reasons, school capacity was determined based on the number of teaching stations within each building and the space requirements of the District's adopted educational program. These capacity calculations were used to establish the District's baseline capacity and determine future capacity needs based on projected student enrollment.

Table 1 – Mount Vernon School District Elementary School Capacity Inventory

Elementary School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations	Perm. FTE Student Capacity *	Capacity with Portables**	Year Built or Last Remodel
Centennial	15.0	54,084		550	650	1989/92
Jefferson	10.0	57,231		525	675	1956/95
Lincoln	3.85	40,002		350	450	1938/82
Little Mountain (shared site)	34.0	79,553		525	700	1997
Madison	18.57	45,239		450	700	1954/83
Washington	13.66	49,805		425	525	1950/98
Total	95.08	325,914		2,825	3,700	

Source: Mount Vernon School District

* Permanent Student Capacity figure is exclusive of Portables and adjustments for special programs.

** The District does not recognize Portables as a contribution to capacity.

Table 2 – Mount Vernon School District Middle School Capacity Inventory

Middle School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations	Perm. FTE Student Capacity *	Capacity with Portables**	Year Built or Last Remodel
LaVenture	19.6	86,467		550	678	1970 / 2004
Mount Baker (shared site)	34 acres	52,762		550	582	1997
Totals	53.6	139,229		1,100	1,260	

Source: Mount Vernon School District

* Permanent Student Capacity figure is exclusive of Portables and special programs.

** The District does not recognize Portables as a contribution to capacity.

Table 3 – Mount Vernon School District High School Capacity Inventory

High School	Site Size (acres)	Bldg. Area (Sq. Ft.)	Teaching Stations	Perm. FTE Student Capacity *	Capacity with Portables	Year Built or Last Remodel
Mount Vernon H.S.	32.5	256,942		1596	2,076	1922/2012
Totals	32.5	256,942		1596	2,076	

Source: Mount Vernon School District

Relocatable Classroom Facilities (Portables)

Relocatable classroom facilities (Portables) are used as interim classroom space to house students until funding can be secured to construct permanent classroom facilities. Portables are not viewed by the District as a solution for housing students on a permanent basis.

The Mount Vernon School District currently uses 55 Portables at various school sites throughout the District to provide additional interim capacity. A typical portable classroom can provide capacity for 25 elementary students and 32 middle or high school students. Current use of Portables throughout the District is summarized in Table 4.

Table 4 – Mount Vernon School District Capacity in Portables

School Name	Portables	Capacity in Portables
<u>ELEMENTARY</u>		
Centennial	4	100
Jefferson	6	150
Lincoln	4	100
Little Mountain	7	175
Madison	10	250
Washington	4	100
<i>Total</i>	35	875
<u>MIDDLE</u>		
LaVenture	4	128
Mount Baker	1	32
<i>Total</i>	5	160
<u>HIGH</u>		
Mount Vernon H.S.	15	480
District Total	55	1,515

As of September, 2012

Support Facilities

In addition to schools, the Mount Vernon School District owns and operates additional facilities that provide operational support functions to the schools. An inventory of these facilities is provided in Table 5.

Table 5 – Mount Vernon School District Support Facilities

Facility Name	Building Area (Sq. Ft.)
Central Office	12,500
Special Services office	4,500
Transportation	31,765
Maintenance	21,705

Land Inventory

The Mount Vernon School District owns eight undeveloped sites described below:

- 10 acres on east Division Street
- 15.23 acre site near Division Street
- 10 acres on Swan Road
- 7.5 acres on Cleveland Street
- 201 Fulton (YMCA lease)
- Lot, 1106 E. Warren (Added to MVHS)
- Lot, 1118 E. Warren (Added to MVHS)
- Parking Lot (Lincoln School) 1002 S 11th Street (added to Lincoln School)

The 15.23 acre Division Street parcel and the Swan Road parcel are future elementary school sites to accommodate growth. The 7.5-acre parcel on Cleveland Street and the 10 acre parcel on Division Street are not considered useful for any school purpose. The two lots on Warren Street are for future expansion at the High School.

SECTION 5: STUDENT ENROLLMENT TRENDS AND PROJECTIONS

Recent District Trends – FTE Student Enrollment 2006-2013

Facility needs are determined in part by evaluating recent trends in Full Time Equivalent (FTE) student enrollment. Note that Table 6 is not adjusted for the grade reconfiguration that will be implemented in the 2014 school year.

Table 6 – Enrollment 2006-2013

Grade Level	2006	2007	2008	2009	2010	2011	2012	2013
K-6	3,183	3,149	3,314	3,345	3,445	3,451	3,450	3,479
7-8	870	922	900	871	945	899	876	934
9-12	1,807	1,832	1,828	1,888	1,865	1,885	1,941	1,915
Total	5,860	5,903	6,042	6,104	6,255	6,235	6,234	6,328

Source:
W. Les Kendrick,
Ph.D
(November 2013)

Projected Student Enrollment: 2014-2020

This plan update is based on the anticipated number of students expected to be enrolled through 2020 and beyond. The six-year projection (2014-2020) will assist in determining short term needs and form the basis for development impact fees.

Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Annual updates of both the enrollment projections and the Capital Facilities Plan (CFP) are essential to good facility planning.

Two population forecasts were conducted for the Mount Vernon School District. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment through the 2019-20 school year using the cohort survival method. This method estimates how many students in one year will attend the next grade in the following year. Due to the fact that the cohort survival method does not incorporate immigration, particularly from anticipated new development within the District, these projections are considered conservative. The second forecast (W. Les Kendrick, Ph.D.

November 2013) considers births and births forecasts, projected changes in the Skagit County population, and trends and forecasts of the county K-12 population within the Mount Vernon School District (the “modified projection method”). Its projections run through 2033. In order to plan appropriately for facilities needs, the District uses the modified projection method to assess future capacity needs.

Table 7 – 2014-2020 Projected FTE Enrollment

<i>Projection</i>	<i>2013*</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>Actual Change</i>	<i>Percent Change</i>
OSPI	--	6,390	6,389	6,385	6,474	6,533	6,570	338	5.14%
District**	6,328	6,392	6,456	6,520	6,584	6,648	6,714	386	6.1%

* Actual FTE enrollment (October 1, 2013).

** Source: Mount Vernon School District, Kendrick, November 2013.

Please see Appendix B & C for the complete enrollment projections.

SECTION 6: CAPITAL FACILITIES PLAN

This update of the Mount Vernon School District's Six-Year Capital Facilities Plan reflects the planning and implementation of a building program to deal with current and future capacity issues.

In recent years, the District completed the renovation of LaVenture Middle School. The District's Support Facilities were relocated from the High School, which involved the construction of a replacement facility at the District's Blackburn Site. The Special Services Department was relocated from the High School, which involved the purchase of a downtown office building. The, the District renovated and adding capacity to Mount Vernon High School. The gymnasium/field house modernization at the High School was completed in 2012. A new Career and Technical Education building was completed in April 2006.

The District is now planning a two phase construction plan. Phase 1 includes the construction of an additional elementary school, with a capacity for 550 students and replacement of Madison Elementary School. Phase 1 also includes additions to LaVenture and Mount Baker Middle Schools. The District anticipates presenting a bond proposal to the voters in 2015 to fund the projects in Phase 1.

A future phase will include improvements at Mount Vernon High School to address the modernization and an addition of Old Main and to replace and add to the Agriculture Building. This phase is anticipated to be the subject of a 2017 bond proposal.

Facility Needs (2014-2020)

Projected available student capacity was derived by subtracting projected FTE student enrollment from existing school capacity (excluding Portables) for each of the six years in the forecast period (2014-2020). Capacity needs are expressed in terms of "unhoused students." Unhoused students are defined as students expected to be housed in portable classrooms, in classrooms where class size exceeds State standards, Board expectations and/or contractually negotiated agreements within the local school district. The unhoused student levels are shown in Table 8. Note: for purposes of assessing capacity, the District has included the capacity improvements that are planned over the six year planning period. Additional information regarding the planned capacity improvements can be found on page 6-4 and in Table 9.

Table 8 – Projected Student Capacity: 2014-2020***Elementary School -- Surplus/Unhoused***

	2013*	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Existing Capacity	2,825	2,825	2,825	2,825	2,825	2,825	3,375
Added Permanent Capacity	0	0	0	0	0	550	0
Total Capacity**	2,825	2,825	2,825	2,825	2,825	3,375	3,375
Enrollment***	3,479	3,095	3,110	3,130	3,147	3,138	3,139
Surplus (Deficiency)**	(654)	(270)	(285)	(305)	(322)	237	236

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity

***Reflects K-6 grade configuration in 2013; reconfiguration to K-5 in 2014.

Middle School (7-8) Level -- Surplus/Unhoused

	2013*	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Existing Capacity	1,100	1,100	1,100	1,100	1,100	1,400	1,400
Added Permanent Capacity	0	0	0	0	300	0	0
Total Capacity**	1,100	1,100	1,100	1,100	1,400	1,400	1,400
Enrollment***	934	1,363	1,360	1,418	1,493	1,566	1,597
Surplus (Deficiency)**	166	(263)	(260)	(318)	(93)	(166)	(197)

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity

***Reflects 7-8 grade configuration in 2013; reconfiguration to 6-8 in 2014.

High School Level -- Surplus/Unhoused

	2013*	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Existing Capacity	1,596	1,596	1,596	1,596	1,596	1,596	1,596
Added Permanent Capacity	0	0	0	0	0	0	180
Total Capacity***	1,596	1,596	1,596	1,596	1,596	1,596	1,776
Enrollment	1,915	1,927	1,944	1,905	1,925	1,940	1,979
Surplus (Deficiency)***	(319)	(331)	(348)	(309)	(329)	(344)	(203)

*Actual October 2013 FTE enrollment

**Does not include added relocatable capacity

Planned Improvements (2014-2020)

The following is a brief outline of projects needed to accommodate projected student enrollment in the Mount Vernon School District through the Year 2020 based on the enrollment projections in Appendix A and Tables 7 and 8. To the extent these improvements correct *growth related* capacity deficiencies, their costs can be partially financed with impact fees.

The Capital Facilities Plan (CFP) is shown on Table 9.

School Additions/Renovations

- A new 55,000 s.f. elementary school (currently not eligible for State Funding Assistance). The entire cost of this facility (\$23.98 million) is attributable to new enrollment growth in the District.
- An addition at LaVenture Middle School to accommodate growth (estimated cost of \$4.5 million).
- An addition at Mount Baker Middle School to accommodate growth (estimated cost of \$4.5 million).
- Modernization and addition of the Old Main building at the High School to accommodate growth needs.
- Replacement and addition of the Agriculture building at the High School to accommodate growth needs.

Table 9 – Capital Facilities Plan 2014-2020

Improvements Adding Permanent Capacity (Costs in Millions)**

Project	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Local Funds	Projected State Match	Impact Fees ¹
Elementary										
New Construction ²			\$12.000	\$11.975			\$23.975	X		X
Middle School										
LaVenture Addition			\$3.000	\$1.495			\$4.495	X		X
Mount Baker Addition			\$3.000	\$1.495			\$4.495	X		X
High School										
Old Main Addition					\$1.000	\$0.318	\$1.318	X		X
Agriculture Building Replacement (addition portion)					\$3.000	\$0.308	\$3.308	X		X
Land Purchase (for future growth)										

** Using 2013 estimated project costs.

Improvements Not Adding New Permanent Capacity (Costs in Millions)

Project	2014	2015	2016	2017	2018	2019	Total Cost	Bonds/ Levies	Projected State Match	Impact Fees
Elementary										
Madison Elementary Replacement				\$13.843	\$8.000		\$21.843	X	X	
Middle										
N/A										
High School										
Old Main Modernization					\$13.328	\$7.000	\$20.328	X	X	
Agriculture Building Replacement					\$7.457	\$3.000	\$10.457	X	X	
District-wide										
N/A										

¹ Estimated based on recent fee collections and a review of projected fee amounts and known or anticipated future growth.

² Future Elementary School . .

Capital Facilities Financing Plan

The Six-Year Finance Plan shown on Table 9 demonstrates how the Mount Vernon School District intends to fund new construction and improvements to school facilities for the years of 2014-2020. The financing plan and impact fee calculation formula also differentiate between capacity and noncapacity projects.

The District's ability to accomplish its building program is dependent on the following funding sources:

- Passage of general obligation bonds by District voters
- Collection of growth mitigation payments
- State funding assistance
- Sale of District surplus properties unsuitable for school facilities due to size, location or wetlands designation
- Incurring of debt within the limit of non-voted capacity
- Conway School District (K-8) participation in High School Projects

General Obligation Bonds/Non-Voted Debt

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The voters in the Mount Vernon School District approved a capital improvements bond for \$29.5 million in 1994. In addition, the voters approved an additional bond for \$33.0 million in 1999 and a \$33 million bond issue in 2001. All funds from these bond issues have been committed. Currently, the District anticipates presenting a bond proposal to its voters for the Phase 1 projects in 2015 and a bond proposal for the Phase 2 projects in 2017.

State Funding Assistance

State Funding Assistance (formerly known as "State Match Funds") comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for State Funding Assistance for specific capital projects. To qualify, a project must first meet a State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to provide permanent structures for the unhoused enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by

the State. The State contribution can range from less than half to more than 70% of the project's cost.

State Funding Assistance can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive funding assistance from the State. Because availability of Funding Assistance has not been able to keep pace with the rapid enrollment growth occurring in many of Washington's school districts, matching funds from the State may not be received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing Funding Assistance, the official percentage of funding assistance calculated by the State does not typically equal the actual percentage of total facility cost. The Funding Assistance Percentage for Mount Vernon is approximately 67.52%. Notably, this only applies to costs that the State considers eligible for state funding assistance. Land costs and other development costs are not considered eligible for funding assistance. Furthermore, the State allows 90 square feet per elementary student while the District model is 120 square feet. This additional space must be funded with local dollars. For a typical project that has maximum State funding, less than 50% of the total project costs will be covered by state funding assistance.

At this time, the District does not anticipate that it will qualify for State Funding Assistance for the new capacity projects identified in this Plan.

School Impact Fees

Development impact fees have been adopted by a number of jurisdictions as a means of supplementing traditional funding sources for construction of public facilities needed to accommodate new development. School impact fees are generally collected by the permitting agency at the time building permits or certificates of occupancy are issued.

Fees assessed are based on the new enrollment growth in the District. By law, new development cannot be assessed impact fees to correct existing deficiencies.

Impact fees have been calculated utilizing the formula in Skagit County Ordinance No. 15432 and in accordance with Mount Vernon Ordinance No. 2552. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (Portables). Credits have also been applied in the formula to account for any State Funding Assistance anticipated to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. The student generation rate is the average number of students generated by each housing type -- in this case, single family dwellings and multi-family dwellings. The District hired a consultant to conduct an

analysis of the actual number of students being generated from new development within the District. Student generation rates for the District are shown on Table 10. See also Appendix C.

Table 10 – Student Generation Rates

	Elementary	Middle Level	High School	TOTAL
Single Family	.210	.053	.112	.375
Multi-Family	.029	.019	.039	.087

(Source: Michael McCormick, January 2013)

Table 11 – Proposed Impact Fee Schedule

Housing Type	Impact Fee Per Unit
Single Family	\$6,658
Multiple Family	\$875

Table 12 – Impact Fee Variables Table – Mount Vernon School District

Criteria	Elementary	Middle	High*
<i>Site Acquisition Cost Element</i>			
Site Size (acres)			
Average Land Cost Per Acre			
Total Land Cost			
Additional Land Capacity	0	0	0
Student Factor			
Single Family	0.210	0.053	0.112
Multiple Family	0.029	0.019	0.039
<i>School Construction Cost Element</i>			
New Capacity	550	300	180
Current Permanent Facility Square Footage	325,914	139,229	256,942
Percentage Permanent to Relocatable	92.82	97.48	95.97
Estimated New Capacity Construction Cost	\$23,974,500	\$8,990,000	\$4,625,720
<i>Relocatable Facilities Cost Element</i>			
Existing Units	35	5	15
New Facilities Required Through 2015			
Relocatable Facilities Cost	\$0	\$0	\$0
Relocatable Facilities Capacity/Unit	25	32	32
Existing Portable Square Footage	25,200	3,600	10,800
Percentage Relocatable to Permanent	7.18	2.52	4.03
<i>State Funding Assistance Credit</i>			
Construction Cost Allowance	\$200.40	\$200.40	\$200.40
School Space per Student (OSPI)	90	108	130
State Funding Assistance Percentage	0%	0%	0%
<i>Tax Payment Credit</i>			
Interest Rate	4.38%	4.38	4.38
Loan Payoff (Years)	10	10	10
Levy Rate	1.96	1.96	1.96
SF Average Assessed Value	\$190,798	\$190,798	\$190,798
MF Average Assessed Value	\$103,189	\$103,189	\$103,189

*High School capacity variables are included in Table 12; however, the impact fee formula does not include the high school capacity costs. This will be revisited in future updates to the CFP.

Appendix A
Impact Fee Calculation

SCHOOL IMPACT FEE CALCULATIONS							
DISTRICT	Mount Vernon School District						
YEAR	2014						
School Site Acquisition Cost:							
				Student	Student		
	Facility	Cost/	Facility	Factor	Factor	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	0.00	\$ -	550	0.210	0.029	\$0	\$0
Middle	0.00	\$ -	700	0.053	0.019	\$0	\$0
High	0.00	\$ -	1,325	0.112	0.039	\$0	\$0
						\$0	\$0
School Construction Cost:							
(((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft))							
				Student	Student		
	%Perm/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	92.82%	\$ 23,974,500	550	0.210	0.029	\$8,497	\$1,173
Middle	97.48%	\$ 8,990,000	300	0.053	0.019	\$1,548	\$555
High	95.97%		180	0.112	0.039	\$0	\$0
						\$10,045	\$1,728
Temporary Facility Cost:							
(((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet))							
				Student	Student		
	%Temp/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR	SFR	MFR
Elementary	7.18%	\$0.00	21.00	0.210	0.029	\$0	\$0
Middle	2.52%	\$0.00	25.00	0.053	0.019	\$0	\$0
High	4.03%	\$0.00	30.00	0.112	0.039	\$0	\$0
					TOTAL	\$0	\$0
State Matching Credit:							
Boeckh Index X SPI Square Footage X District Match % X Student Factor							
				Student	Student		
	Boeckh	SPI	District	Factor	Factor	Cost/	Cost/
	Index	Footage	Match %	SFR	MFR	SFR	MFR
Elementary	200.40	90.00	0.00%	0.210	0.029	\$0	\$0
Middle	200.40	117.00	0.00%	0.053	0.019	\$0	\$0
Sr. High	200.40	130.00	0.00%	0.112	0.039	\$0	\$0
					TOTAL	\$0	\$0
Tax Payment Credit:							
						SFR	MFR
Average Assessed Value						\$190,798	\$103,189
Capital Bond Interest Rate						3.74	3.74
Net Present Value of Average Dwelling						\$713,585	\$385,927
Years Amortized						10.00	10.00
Property Tax Levy Rate						1.96	1.96
	Present Value of Revenue Stream					\$1,399	\$756
Fee Summary:							
				Single	Multi-		
				Family	Family		
	Site Acquisition Costs			\$0	\$0		
	Permanent Facility Cost			\$10,045	\$1,728		
	Temporary Facility Cost			\$0	\$0		
	State Match Credit			\$0	\$0		
	Tax Payment Credit			(\$1,399)	(\$756)		
	FEE (AS CALCULATED)			\$8,646	\$972		
	FEE (DISCOUNT - 23%-10%)			\$6,658	\$875		

Appendix B

OSPI Enrollment Projections

STATE OF WASHINGTON
 SUPERINTENDENT OF PUBLIC INSTRUCTION
 SCHOOL CONSTRUCTION ASSISTANCE PROGRAM
 REPORT 1049 - DETERMINATION OF PROJECTED ENROLLMENTS
 SCHOOL YEAR 2013-2014

Skagit/Mount Vernon(29320)

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---						AVERAGE % SURVIVAL	--- PROJECTED ENROLLMENTS ---					
	2008	2009	2010	2011	2012	2013		2014	2015	2016	2017	2018	2019
Kindergarten	495	498	505	509	537	518		534	541	547	554	561	568
Grade 1	492	487	507	506	512	539	100.26%	519	535	542	548	555	562
Grade 2	493	477	490	480	495	500	97.54%	526	506	522	529	535	541
Grade 3	454	504	484	480	462	489	99.33%	497	522	503	519	525	531
Grade 4	443	455	499	456	450	465	97.56%	477	485	509	491	506	512
Grade 5	489	437	461	499	441	433	98.57%	458	470	478	502	484	499
Grade 6	448	487	437	437	473	436	97.60%	423	447	459	467	490	472
K-6 Sub-Total	3,314	3,345	3,383	3,367	3,370	3,380		3,434	3,506	3,560	3,610	3,656	3,685
Grade 7	427	447	467	403	434	458	96.80%	422	409	433	444	452	474
Grade 8	473	424	450	463	401	442	100.08%	458	422	409	433	444	452
7-8 Sub-Total	900	871	917	866	835	900		880	831	842	877	896	926
Grade 9	507	527	461	494	511	456	110.79%	490	507	468	453	480	492
Grade 10	452	501	500	455	485	515	98.26%	448	481	498	460	445	472
Grade 11	431	415	449	541	467	521	99.93%	515	448	481	498	460	445
Grade 12	438	445	439	634	660	589	119.66%	623	616	536	576	596	550
9-12 Sub-Total	1,828	1,888	1,849	2,124	2,123	2,081		2,076	2,052	1,983	1,987	1,981	1,959
DISTRICT K-12 TOTAL	6,042	6,104	6,149	6,357	6,328	6,361		6,390	6,389	6,385	6,474	6,533	6,570

Notes: Specific subtotaling on this report will be driven by District Grade spans.

School Facilities and Organization

Printed Dec 23, 2013

Appendix C
District Enrollment Projections

Mount Vernon (October Headcount Enrollment)

	Birth Year														
Births	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Skagit County Births	1273	1299	1293	1336	1367	1359	1396	1383	1373	1,356	1418	1451	1500	1,560	1628
% of County Births (K)	35.27%	33.56%	32.71%	35.33%	33.80%	31.20%	31.81%	33.91%	34.2%	36.5%	35.12%	35.29%	34.93%	34.87%	32.49%
Mount Vernon Births	359	430	485	493	529	520	534	574	518	515	531	553	526	601	649
% of Mt. Vernon	125%	101%	87%	96%	87%	82%	83%	82%	91%	96%	94%	93%	100%	91%	82%

	October Enrollment History (OSPI 1999-2009)												Enrollment From District (Excludes NCTA Enrollment)			
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
K	449	436	423	472	462	424	444	469	469	495	498	512	524	544	529	
1	467	488	482	446	501	490	443	460	481	492	487	516	518	527	551	
2	475	453	448	453	417	473	480	425	445	493	477	499	492	507	517	
3	453	459	450	433	462	425	458	460	413	454	504	492	492	475	507	
4	452	436	460	440	442	470	443	475	469	443	455	508	465	463	479	
5	376	459	443	448	417	440	473	420	454	489	437	472	509	448	446	
6	423	382	455	424	450	429	446	474	418	448	487	446	451	486	450	
7	401	425	389	427	415	436	421	442	476	427	447	483	416	457	471	
8	375	393	425	380	434	413	441	428	446	473	424	462	483	419	463	
9	589	457	462	592	547	505	476	496	455	507	527	472	505	533	468	
10	424	531	508	507	491	478	486	479	491	452	501	502	457	495	527	
11	395	396	429	388	422	439	408	452	438	431	415	449	464	408	460	
12	259	292	320	320	301	344	403	380	448	438	445	442	459	505	460	
Tot	5538	5,607	5,694	5,730	5,761	5,766	5,822	5,860	5,903	6,042	6,104	6,255	6,235	6,267	6,328	
										Change from 2000		648				
										Percentage		11.6%				
										Annual		1.2%				

Growth	Change	69	87	36	31	5	56	38	43	139	62	151	-20	32	61
Percent	Percent	1.2%	1.6%	0.6%	0.5%	0.1%	1.0%	0.7%	0.7%	2.4%	1.0%	2.5%	-0.3%	0.5%	1.0%
Totals	K-6	3095	3113	3161	3116	3151	3187	3183	3149	3314	3345	3445	3451	3450	3479
by	7-8	776	818	814	807	849	862	870	922	900	871	945	899	876	934
Level	9-12	1667	1676	1719	1807	1761	1773	1807	1832	1828	1888	1865	1885	1941	1915

Medium Range Forecast (RECOMMENDED)

			<i>Projected Births</i>																				
<i>6 year Birth to K-Ratios</i>			<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</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>	
Median	SD+1	SD-1	Only Births	1534	1471	1453	1,473	1,482	1,490	1,498	1,508	1,517	1,527	1,536	1,546	1,556	1,566	1,576	1,585	1,595	1,608	1,620	1,632
34.93%	36.16%	33.71%	% County	33.5%	33.5%	35.0%	35.0%	35.0%	35.0%	35.0%	35.3%	35.3%	35.3%	35.3%	35.5%	35.5%	35.5%	35.5%	35.5%	35.5%	35.5%	35.5%	35.5%
			City Births	608	566	547	555	558	561	564	568	571	575	578	582	586	589	593	597	601	603	605	610
92.59%	98.26%	86.92%		84.6%	87.2%	93.0%	93.0%	93.0%	93.0%	93.0%	93.7%	93.7%	93.7%	93.7%	94.2%	94.2%	94.2%	94.2%	94.2%	94.5%	94.9%	94.9%	

<i>Rollup</i>	<i>Adjusted for K-12 Population Growth</i>				<i>Projections (Does NOT Include NCTA Students)</i>																				
<u>Used</u>	<u>2014-15</u>	<u>2016-20</u>	<u>2021-25</u>	<u>2026-33</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</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>	<u>2032</u>	<u>2033</u>	
35.4%	0.960	1.002	1.010	1.015	K	514	493	509	516	519	522	524	532	535	539	542	545	552	555	559	562	566	570	574	579
1.017	1.000	1.009	1.012	1.012	1	538	523	506	522	529	532	535	540	547	551	554	558	561	568	571	575	578	582	586	591
0.981	1.000	1.009	1.012	1.012	2	541	528	518	501	517	524	527	535	540	548	551	555	564	567	564	567	571	574	578	582
0.999	1.000	1.009	1.012	1.012	3	516	540	532	522	505	521	528	535	544	549	557	560	560	563	570	573	577	580	584	
1.005	1.000	1.009	1.012	1.012	4	509	519	547	539	529	512	528	532	540	548	553	561	569	570	569	573	579	583	586	590
0.995	1.000	1.004	1.012	1.012	5	477	507	518	547	539	528	511	533	538	546	555	559	565	573	574	573	577	583	587	591
0.993	1.000	1.004	1.013	1.013	6	443	473	505	516	545	537	527	511	533	538	545	554	562	568	577	577	576	580	586	590
0.990	1.000	1.004	1.013	1.013	7	445	438	470	502	513	541	533	527	511	533	538	546	555	564	570	578	578	581	588	
1.007	1.000	1.004	1.013	1.013	8	475	449	443	475	508	519	548	544	537	521	544	549	557	567	575	581	590	590	590	593
1.114	1.000	0.999	1.007	1.004	9	516	529	499	493	529	565	578	614	609	602	584	610	614	623	634	644	650	660	660	660
0.981	1.000	0.999	1.007	1.004	10	459	506	518	490	484	519	554	569	605	601	593	576	601	605	614	625	634	641	650	651
0.906	1.000	0.999	1.007	1.004	11	477	416	458	469	443	438	470	506	520	552	548	542	524	546	550	558	568	577	583	591
1.034	1.000	0.999	1.007	1.004	12	475	493	430	473	484	457	452	499	538	552	587	583	562	543	567	571	579	590	599	605
					Tot	6,386	6,414	6,454	6,565	6,642	6,714	6,813	6,977	7,097	7,180	7,252	7,296	7,336	7,399	7,486	7,553	7,620	7,684	7,741	7,794
												558									807				
												8.9%									11.8%				
												0.9%									1.2%				

Change	58	28	40	111	78	72	99	164	120	82	72	45	40	63	87	67	67	64	57	53
Percent	0.9%	0.4%	0.6%	1.7%	1.2%	1.1%	1.5%	2.4%	1.7%	1.2%	1.0%	0.6%	0.5%	0.9%	1.2%	0.9%	0.9%	0.8%	0.7%	0.7%
K-6	3538	3583	3636	3663	3681	3675	3679	3719	3777	3818	3857	3892	3924	3951	3976	3996	4020	4049	4079	4107
7-8	920	887	913	977	1021	1060	1081	1071	1048	1055	1082	1094	1112	1131	1145	1159	1168	1168	1171	1181
9-12	1928	1944	1905	1925	1940	1979	2053	2188	2272	2307	2313	2310	2300	2317	2365	2397	2432	2467	2492	2506

Appendix D
Student Generation Rate Methodology

January 17, 2013

Memorandum

To: Michael Brown
Mt. Vernon School District

From: Mike McCormick

Re: Mt. Vernon School District 2012 Student Generation Rates (SGR)

This memorandum contains the 2012 Student Generation Rates (SGR) for both single family and multiple family residential development. The rates were developed on a comprehensive basis using data from Skagit County and the Mt. Vernon School District.

The methodology used to calculate SGR's uses Skagit County Assessor's data for development activity and school district address data for student addresses. The student generation rates have been calculated for single family and multiple family residential development.¹ The survey area includes all of the territory within the boundaries of the Mt. Vernon School District. The analysis is based on projects constructed for calendar year 2007 through calendar year 2011 for single family and 2004 through 2011 for multiple family.² The process used here is very similar to that used in previous analysis done for school districts in Skagit County, including the Mt. Vernon School District, as well as a number of districts throughout Washington state.

¹ Single family, detached stick-build units and manufactured homes are included in the single family category. Units in buildings with two or more units are counted as multiple family units. This is consistent with how Skagit County differentiates between single family and multiple family.

² The current five-year inventory period produced insufficient unit count to calculate a new SGR. The multiple family inventory was expanded to include the prior and current analysis periods using data from 2004 through 2011. This was done in consultation with the district and their representatives.

The process of analysis involved comparing the addresses of all students with the addresses of each residential development. Those which matched were aggregated to show the number of students in each of the grade groupings for each type of residential development. A total of 810 single family residential units were counted between 2007 and 2011 within the school district boundary. There are a total of 304 students from these units.

There were 103 new multiple family units constructed between 2004 and 2011. There are 9 students associated with these units.

A summary of the results are presented in the following table.

	Single Family	Multiple Family
Elementary (K-6)	0.210	0.029
Middle (7-8)	0.053	0.019
High (9-12)	0.112	0.039
Total ³	0.375	0.087

The SGR were calculated on a 100% sample of all single family constructed between 2007 and 2011. The multiple family rate is based on a comparable data set for 2004 to 2011.

Attachments: Table--Mt. Vernon School District 2012 Student Generation Rates

³ Totals may not balance due to rounding.

2012 Mt. Vernon School District Student Generation Rates

SINGLE FAMILY		2012
	# of students	SGR
Elementary -- K through 6	170	0.210
Middle School -- 7 through 8	43	0.053
High School -- 9 through 12	91	0.112
Total	304	0.375

MULTIPLE FAMILY		SGR
	# of students	
Elementary -- K through 6	3	0.029
Middle School -- 7 through 8	2	0.019
High School -- 9 through 12	4	0.039
Total	9	0.087

	SF Combined	MF Combined
Grade	#	#
K	27	1
1	26	
2	31	1
3	23	
4	21	
5	25	1
6	17	
7	23	2
8	20	
9	20	1
10	27	2
11	21	
12	23	1
Total	304	9
Total Units	810	103