

TUCSON UNIFIED SCHOOL DISTRICT DEMOGRAPHIC AND ENROLLMENT ANALYSIS FINAL REPORT

PREPARED FOR:

TUCSON UNIFIED SCHOOL DISTRICT 1010 E 10^{TH} Street TUCSON, AZ 85719

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Economic & Fiscal Impact

Demographic Analysis

Economic Development

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EXECUTIVE SUMMARY

This report presents the key findings to date on the 2013/14 Demographic and Enrollment Analysis being performed for the Tucson Unified School District by Applied Economics. The purpose of this analysis is to identify current and historic demographic, development and enrollment trends, and to anticipate future trends to create District-level enrollment projections through 2023/24. The Demographic and Enrollment Analysis for the 2013/14 school year incorporates the results of the 2010 Census, in addition to current and historic enrollment information.

Between 2000 and 2013, enrollment in the Tucson Unified School District declined by 21 percent, with a loss of about 12,750 students. This decline was driven by the combination of an aging population and increased competition from alternative education providers. Although enrollment declined throughout the period, annual declines were larger during the recession from 2008/09 to 2011/12. Enrollment dropped at all grade levels, but losses were more pronounced in the 6^{th} to 8^{th} grade cohort. This trend will translate into losses at the high school level as the group ages. There are, however, larger classes moving forward, starting in the K-2nd cohort. As a result, enrollment is expected to decline more slowly over the next 10 years, stabilizing by the end of the 10 year period.

As evidenced by significant declines in enrollment from 2000 to 2010, the aging of the population in the District is having a significant impact. The under 5 age group remained flat during the past decade and the 5 to 13 age group lost population, despite overall population growth of about 6 percent. This trend will affect both current and future enrollment. The 14 to 17 year old group grew at about half the rate of total population, but is still the only school-age population cohort to show an increase. This is mirrored by the trends in enrollment by level in the District.

Changes in the population are also reflected in the age and family structure of the households in the District. Although the number of children ages 5 to 13 declined, the share of households with children remained constant from 2000 to 2010. The number of households with school-age children (6 to 17 years old) was up by 6 percent from 2000 to 2010, while the households with children under 6 (future students) as well as those with both younger and older children, increased by 12 percent.

Data regarding the age of the householder is reflective of overall population changes. Households headed by persons in the prime parenting years, from age 25 to 44, decreased by 10 percent, or about 6,800 between 2000 and 2010. In the same period, the number of households aged 55 or over increased by almost 16,900, with the largest increase (61 percent) in the 55 to 64 year old group. Thus, the growth in the overall number of households was almost entirely due to growth in the older age cohorts which more than made up for losses in 25 to 44 year old group.

Looking to the future, the Tucson Unified School District's remaining residential development potential is currently estimated at about 20,600 total housing units. However, about a third of the potential projects are in the "Custom/Infill" category, which are generally rural or infill projects that are likely to be under development intermittently over a number of years. Many of the new housing projects are likely to be at higher density levels than what has been permitted in the city in the recent past.

Based on trends in demographic and development information for the Tucson Unified District, the level of projected enrollment change is based on housing growth forecasts, occupancy rates, and per household student-age population generation rates. Based on the projected addition of about 12,600 units over the next ten years, total inventory in the District is expected to rise to about 227,900 units. More important than the number of new housing units is the number of **occupied** housing units, or households. While 12,600 new housing units could be added over the next ten years, the number of households is expected to increase by about 14,100, based on the combination of new units and higher occupancy rates. This would result in a total District-wide population of about 507,800 people in 2023/24, or an increase of about 31,100 persons. Despite an increase in the number of households, population per household and school-age population per household are both expected to continue to decline slowly. As a result, despite the creation of over 14,100 new households in the District, the school-age population is expected to increase by only 2,500.



In addition to the volume and market orientation of household growth, trends in per-household student generation rates and capture rates are key factors used in determining future enrollment levels. The first element, student generation, refers to the expected size of the school-age population (5 to 17 years old) per household. The average number of school-age persons per household has decreased from a high of 0.43 in 2000/01 to 0.38 currently. Because of the increasing number of educational alternatives, a "capture rate" must also be applied to the school-age population to project enrollment. At the present time, about 25,300 school-age persons in the District choose other educational providers, resulting in an implied capture rate of 66 percent, which is down from 80 percent in 2000/01. The current capture rate is projected to continue to decline to about 60 percent by 2023/24.

Overall, District enrollment is expected to decline gradually over the next ten years. There should be only small fluctuations from one year to the next, but a loss of about 3,000 total students is expected by 2023/24, despite an increase in the school age population of the District of 2,540. The losses at the high school level are expected to be the most significant, with a drop of about 3,700 students from current enrollment; 86 percent of that decline is expected to occur in the next five years. The middle grades (5-8) should also experience sizeable declines, losing about 2,000 students over the next 10 years. In contrast, the number of students in grades K-4th is expected to decrease by 1,400 students over the next five years and then increase. A net gain of about 80 students over the ten years is projected, as more families with younger children move into the new housing units being added.

Sub-district enrollment projections are based on the attendance at each school and the residency of the Tucson Unified School District student population. These projections provide a cross-check for the district enrollment projections and information for comparing enrollment by school with enrollment by attendance area. The school attendance areas demonstrate meaningful differences in demographic and household characteristics that cause variations in enrollment changes in the future. In order to project enrollment by school, it is necessary to quantify the relationship between the place of residence and the school of attendance. About 57 to 58 percent of the middle and high school students are attending their designated school, while about 61 percent of the Kindergarten through 5th grade students attend their designated school.

In terms of projected enrollment changes at the elementary schools, Vesey is projected to grow significantly, reaching nearly 1,040 students by 2023/24. Cavett, which is currently a smaller school, is projected to gain over 170 students with enrollment projected to reach about 460 by 2023/24. White and Lynn/Urquides will remain among the larger schools with fairly stable enrollment, while Grijalva is projected to lose over 70 students within the ten year period. Most of the other elementary schools are projected to remain fairly stable with enrollment changes (positive or negative) or 30 students or less over the next 10 years. Some growth is also expected at Borman with about 100 new students in the next five years.

Among the middle schools, Valencia, Pistor, Mansfield, Booth Fickett and Doolen currently have significantly larger enrollment than the other schools with 800 to 970 students each. These five schools are expected to continue to be the largest of the middle schools through 2023/24, despite declines of 60 to 110 students at all but Valencia. Significant declines in enrollment (100 students or more) are expected at Gridley, Secrist, Pistor and Magee, with most of the losses occurring in the next five years. The remaining middle schools are projected to show losses of 3 to 11 percent, with the exception of Roberts Naylor which is expected to grow by 10 percent (25 students) over 10 years.

At the high school level, Tucson currently has the highest enrollment at 3,225 students, but it is projected to have modest declines of about 110 students over the next 10 years. In contrast, Sabino and Sahuaro, and to a lesser extent Santa Rita, are projected to experience significant declines in the next five years (200 to 600 students each) and then remain fairly stable in the second five year period. Only Cholla and Pueblo are projected to have enrollment growth, primarily concentrated in the first five year period. Catalina and Palo Verde are expected to remain stable throughout the ten year projection period.



1.0 INTRODUCTION

This report presents the key findings of work performed to date on the 2013/14 Demographic and Enrollment Analysis we are performing for the Tucson Unified School District by Applied Economics. The purpose of this analysis is to identify current and historic demographic, development and enrollment trends, and to anticipate future trends to create District-level enrollment projections through 2023/24. The Demographic and Enrollment Analysis for the 2013/14 school year incorporates the results of the 2010 Census. It also includes student enrollment data, along with residential real estate market data and development information. The findings are divided into three sections: existing conditions, residential development potential and District-level projections.

Section 2.0, Existing Conditions, provides a historical look at District enrollment and its distribution by geography and grade cohort. This section also compares data from the 2000 and 2010 Census, as well as 2013 estimates, to identify trends in District population and housing that affect enrollment. Additionally, it includes a look at recent housing construction activity using data compiled by the Pima Association of Governments.

Section 3.0, Residential Development Potential, describes the potential future supply of new housing by type of development, and predicts the timing of construction based on location, ownership, and current planning. This section also includes a discussion of major projects in the District and issues affecting residential development.

Section 4.0, District Projections, combines expected residential development with existing District population, housing and enrollment conditions to create District-level projections. These projections are based on expected changes in household growth, occupancy rates, population per household, capture rates and per household generation rates.

The Tucson Unified School District serves most of the City of Tucson and all of the City of South Tucson, as well as portions of unincorporated Pima County. The District's southern border is the San Xavier Reservation west of I-19, and Irvington Road east of I-19. The northern boundary is irregular, ranging from Ina Road in the east to as far south as Grant Road from Campbell Avenue to about Interstate 19. The District extends from Melpomene Way on the east to Ryan Airfield (9400 West) on the west south of Gates Pass Road, and the Tucson Estates Parkway alignment (6200 West) north of Gates Pass Road. **Map 1** shows the District boundary and the 224 planning area grids created for this study.



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MAP 1 DISTRICT LOCATION AND GRID PLANNING GEOGRAPHY

2.0 EXISTING CONDITIONS

2.1 Current & Historical Enrollment

Between 2000 and 2013, enrollment in the Tucson Unified School District declined by 21 percent, with a loss of about 12,750 students. As shown in **Figure 1**, enrollment was fairly steady through 2002/03, but then began to decline by about 1 percent per year. At the start of the recession in 2008/09, annual enrollment declines rose to between 3 and 4 percent. Although annual declines over the past two years have only been in the 2 to 3 percent range, the District continues to loose students.



FIGURE 1 ENROLLMENT AND ENROLLMENT CHANGE: 2000/01 – 2013/14

The breakdown by grade cohort provides a good understanding of the past and current structure of enrollment in the District and lends insight as to what may happen in the future. For this purpose, the grades are divided into four cohorts: three groups of three grades each for grades K-8 and the high school group, which contains four grades. **Figure 2** displays the historic distribution of students in District schools by cohort since 2000/01. Currently, the 9th to 12th grade cohort is the largest, with about 14,500 students, while the 6th to 8th grade cohort includes about 10,700 students, the 3rd to 5th grade cohort includes around 11,600 students. Surprisingly, the Kindergarten to 2nd grade cohort is the second largest cohort with just over 12,100 students. This larger cohort of younger students will help to stabilize district enrollment over the next 10 years. It is also important to note that the 9th to 12th grade cohort includes an additional grade level. The 9th grade is particularly large, although the other high school grades include only average or below average numbers of students.



Sources: Arizona Department of Education; Tucson Unified School District; Applied Economics, 2013.

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Although enrollment has decreased steadily at all levels, the composition of enrollment by grade cohort has remained relatively stable except for the 6th to 8th grade group, which has declined more significantly than the other cohorts. Compared to 2000/01, the K-2 cohort has increased about 2 percent in its share of total enrollment and the 9th to 12th cohort has increased by about 2.5 percent, while the intermediate grades decreased as smaller classes progressed. The smaller cohorts in the middle grades will likely translate into lower high school enrollment as these students age.





While enrollment has been declining consistently across all grade levels, the ethnicity of enrollment has been shifting. As shown in Figure 3, the Hispanic share of enrollment has continued to increase, while the share of Whites and African Americans has declined. It is important to note that the number of Hispanic students has declined throughout the period, just to a lesser extent than the other two groups. Meanwhile, enrollment in growing, non-District charter schools is 36 percent White compared to 24 percent in the District, while Hispanics comprise 47 percent of enrollment compared with 63 percent in the District. The fact that the Hispanics comprise 63 percent of total enrollment in the District makes it very difficult to avoid "racially concentrated" schools based on a threshold of 70 percent in one category.



Sources: Arizona Department of Education; Tucson Unified School District; Applied Economics, 2013.



FIGURE 3 ENROLLMENT BY RACE AND ETHNICITY: 2006/07 – 2013/14

In addition to looking at enrollment by grade and ethnicity, it is also useful to analyze the geographic distribution of students. **Map 2** shows the distribution of students currently enrolled in District schools. Due to the large concentrations of students in certain areas, it is also useful to look at students per square mile by grid, as shown in **Map 3**. The student population is most dense in the area just north of Davis Monthan AFB and in the area north of Valencia along the west side of the Santa Cruz River. The far western and northeastern sections of the District are void of a significant student population, and include a substantial amount of very low density development, local and state parks, state land, national forest and more mountainous terrain.

Map 4 shows changes in enrollment over the past five years. The areas with the greatest decline include older neighborhoods in the central and northeastern portions of the District. The only areas with growth were in the extreme southwestern corner of the District that encompasses several major developments including Star Valley, Sonoran Ranch and Eagle Point Estates. Most of the activity in Sonoran Ranch and Eagle Point Estates occurred prior to the recession, although Star Valley is active currently. There was also growth in a several grids just north of Irvington along the west side of the Santa Cruz River that includes older, but denser development.



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MAP 2 2013/14 STUDENT DISTRIBUTION

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MAP 3 ENROLLMENT DENSITY



MAP 4 CHANGE IN ENROLLMENT: 2008/09 TO 2013/14

2.2 Population & Households

Table 1 provides a detailed portrayal of District population and housing characteristics over time with data from the Census. The District experienced a modest increase in population from 2000 to 2010, growing by about 6.4 percent. Since 2010, population grew by less than 1 percent. During the past decade, the racial/ethnic composition of the District also shifted somewhat. The white population declined as a share of the total, and also declined in absolute terms. Although the District is still about 52 percent white, the Hispanic population accounted for nearly all of the growth over the past decade, more than offsetting declines in the white population.

The data also shows a general aging of the population between 2000 and 2010, which has had a significant impact on District enrollment. During the 10-year period, the number of persons ages 45 to 64 increased by nearly 28 percent, while the number of 25 to 44-year-olds declined by 8 percent. This decline in the age group most likely to have school-age children has resulted in an overall decline in school age population since 2000. While the share of children under 5 and the share ages 14 to 17 remained fairly steady, there were declines in both the share of children ages 5 to 13 and the absolute number of children in that age range. This is consistent with trends in the parent age groups. The aging population has also been reflected in modest declines in household sizes from 2.49 in 2000, to 2.47 in 2010.

When looking at the current age breakdown of the population for 2013, the potential impact on District enrollment becomes apparent. Modest declines in the 5 to 13 age group have continued along with new declines in the 14 to 17 year old group. In comparison, the 45 and older age group has grown by nearly 2.6 percent since 2010, compared to overall population growth of only 0.75 percent. While there may be some increase in turnover as the housing market recovers, aging in place is having a significant impact on the demographic makeup of the District.

The addition of new housing units in the District would generally have implied larger population growth, although the vacancy rate also increased. Despite the 20,270 new units added over the 2000 to 2010 time period, the population only increased by 28,400. As the recession hit during the latter part of that period, the vacancy rate increased from 7.8 percent to 10.5 percent, however the ownership profile between owner and renter occupied units remained relatively stable. The vacancy rate has declined less than 1 percent since 2010, leaving close to 21,300 vacant units District-wide, compared to only 15,100 vacant units in 2000. Also, while the housing market is still predominantly single family (71 percent), about 40 percent of the housing stock (both single and multi-family) continues to be occupied by renters. Although greater proportions of owner-occupied units tend yield higher student populations, they may also result in somewhat higher losses over time as the population ages in place, as is currently occurring in Tucson. Rental units tend to have fewer school-age persons present, especially in higher grades, though higher turnover can create a stabilizing effect in this case as new families move in rather than remaining over extended periods of time.

Changes in the population are mirrored in the age and family structure of the households in the District, (a household is an occupied housing unit). **Table 2** shows a comparison of household characteristics from the 2000 and the 2010 Census. The share of households with children has remained fairly constant throughout the decade. The number of households with school-age children (6 to 17 years old) is up by 6 percent or about 1,700 households. In comparison, households with children under 6, including households with both school age and younger children, (representing future enrollment) increased by 12 percent. This is consistent with changes in District enrollment by level.



| | | POPUL | | HOUSING | RENDS | | | |
|----------------------|---------|---------|---------|---------|---------|---------|------------|----------|
| | 2000 C | ensus | 2010 Ce | ensus | 2013 Es | timate | Change (20 | 00-2010) |
| | Total | Percent | Total | Percent | Total | Percent | Total | Percent |
| Population | | | | | | | | |
| Total | 444,808 | 100.0% | 473,159 | 100.0% | 476,724 | 100.0% | 28,351 | 6.4% |
| By Race & Ethnicity: | | | | | | | | |
| White | 264,141 | 59.4% | 247,589 | 52.3% | 245,513 | 51.5% | -16,552 | -6.3% |
| African American | 17,527 | 3.9% | 20,006 | 4.2% | 20,499 | 4.3% | 2,479 | 14.1% |
| Native American | 9,016 | 2.0% | 10,650 | 2.3% | 10,965 | 2.3% | 1,634 | 18.1% |
| Asian | 11,282 | 2.5% | 13,748 | 2.9% | 14,302 | 3.0% | 2,466 | 21.9% |
| Hispanic | 142,172 | 32.0% | 180,458 | 38.1% | 184,492 | 38.7% | 38,286 | 26.9% |
| Other | 670 | 0.2% | 708 | 0.1% | 953 | 0.2% | 38 | 5.7% |
| By Age: | | | | | | | | |
| Under 5 | 29,951 | 6.7% | 29,964 | 6.3% | 29,586 | 6.2% | 13 | 0.0% |
| 5 to 13 | 54,168 | 12.2% | 51,004 | 10.8% | 50,360 | 10.6% | -3,164 | -5.8% |
| 14 to 17 | 22,599 | 5.1% | 23,319 | 4.9% | 23,025 | 4.8% | 720 | 3.2% |
| 18 to 24 | 56,107 | 12.6% | 64,227 | 13.6% | 64,517 | 13.5% | 8,120 | 14.5% |
| 25 to 44 | 130,308 | 29.3% | 119,379 | 25.2% | 119,076 | 25.0% | -10,929 | -8.4% |
| 45 to 64 | 93,391 | 21.0% | 119,268 | 25.2% | 122,570 | 25.7% | 25,877 | 27.7% |
| 65 and up | 58,284 | 13.1% | 65,998 | 13.9% | 67,590 | 14.2% | 7,714 | 13.2% |
| Housing Units | | | | | | | | |
| Total | 193,800 | 100.0% | 214,070 | 100.0% | 215,274 | 100.0% | 20,270 | 10.5% |
| Occupied | 178,701 | 92.2% | 191,697 | 89.5% | 193,962 | 90.1% | 12,996 | 7.3% |
| Owner | 103,965 | 53.6% | 108,092 | 50.5% | 108,156 | 50.2% | 4,127 | 4.0% |
| Renter | 74,736 | 38.6% | 83,605 | 39.1% | 85,805 | 39.9% | 8,869 | 11.9% |
| Vacant | 15,099 | 7.8% | 22,373 | 10.5% | 21,312 | 9.9% | 7,274 | 48.2% |
| Seasonal Use | 3,429 | 1.8% | 4,202 | 2.0% | 4,247 | 2.0% | 773 | 22.5% |
| By Unit Type: | | | | | | | | |
| Single Family | 134,140 | 69.2% | 151,422 | 70.7% | 152,247 | 70.7% | 17,282 | 12.9% |
| Multifamily | 59,380 | 30.6% | 62,648 | 29.3% | 63,027 | 29.3% | 3,268 | 5.5% |
| Households | | | | | | | | |
| Total | 178,701 | 100.0% | 191,697 | 100.0% | 193,962 | 100.0% | 12,996 | 7.3% |
| Population Per | 2.49 | | 2.47 | | 2.46 | | -0.02 | -0.8% |

| TABLE 1 |
|-------------------------------|
| POPULATION AND HOUSING TRENDS |

Sources: U.S. Bureau of the Census, 2000 and 2010; Applied Economics, 2013.

Data regarding the age of the householder corroborates population changes described previously. The number of householders in the prime parenting years from age 25 to 44,decreased by 10 percent between 2000 and 2010, or about 6,800 households. In the same period, the number of households aged 55 or over increased by 16,900, with the largest increase (61 percent) in the 55 to 64-year-old group. The increase in the number households headed by persons age 45 to 54 was similar to overall population growth at 5.8 percent or about 2,000 households.



| | 2000 |) | 2010 |) | Change (200 | 0-2010) |
|-------------------------------|---------|--------|---------|--------|-------------|---------|
| Total Households | 178,357 | 100.0% | 191,697 | 100.0% | 13,340 | 7.5% |
| Households with Kids | 50,351 | 28.2% | 54,273 | 28.3% | 3,922 | 7.8% |
| Under 6 only | 12,468 | 7.0% | 13,208 | 6.9% | 740 | 5.9% |
| Under 6 and 6 to 17 | 10,718 | 6.0% | 12,870 | 6.7% | 2,152 | 20.1% |
| 6 to 17 only | 27,165 | 15.2% | 28,868 | 15.1% | 1,703 | 6.3% |
| Couple | 33,105 | 18.6% | 29,515 | 15.4% | -3,590 | -10.8% |
| Under 6 only | 8,355 | 4.7% | 7,255 | 3.8% | -1,100 | -13.2% |
| Under 6 and 6 to 17 | 7,570 | 4.2% | 7,366 | 3.8% | -204 | -2.7% |
| 6 to 17 only | 17,180 | 9.6% | 14,894 | 7.8% | -2,286 | -13.3% |
| Single Parent | 17,230 | 9.7% | 25,431 | 13.3% | 8,201 | 47.6% |
| Under 6 only | 4,110 | 2.3% | 5,794 | 3.0% | 1,684 | 41.0% |
| Under 6 and 6 to 17 | 3,145 | 1.8% | 5,453 | 2.8% | 2,308 | 73.4% |
| 6 to 17 only | 9,975 | 5.6% | 13,511 | 7.0% | 3,536 | 35.4% |
| Households without Kids | 128,006 | 71.8% | 137,424 | 71.7% | 9,418 | 7.4% |
| Couple | 44,331 | 24.9% | 42,630 | 22.2% | -1,701 | -3.8% |
| Single | 12,935 | 7.3% | 13,633 | 7.1% | 698 | 5.4% |
| Non-family | 70,740 | 39.7% | 81,161 | 42.3% | 10,421 | 14.7% |
| Households by Age of Househol | der | | | | | |
| 15 to 24 | 15,230 | 8.5% | 16,476 | 8.6% | 1,246 | 8.2% |
| 25 to 34 | 31,920 | 17.9% | 31,295 | 16.3% | -625 | -2.0% |
| 35 to 44 | 35,947 | 20.2% | 29,741 | 15.5% | -6,206 | -17.3% |
| 45 to 54 | 34,350 | 19.3% | 36,356 | 19.0% | 2,006 | 5.8% |
| 55 to 64 | 21,575 | 12.1% | 34,627 | 18.1% | 13,052 | 60.5% |
| 65 to 74 | 19,800 | 11.1% | 21,980 | 11.5% | 2,180 | 11.0% |
| Over 75 | 19,540 | 11.0% | 21,222 | 11.1% | 1,682 | 8.6% |

TABLE 2 HOUSEHOLD CHARACTERISTIC TRENDS

Source: U.S. Bureau of the Census, 2000 and 2010.

While the overall share of households with children remained fairly stable, the share of single parent households increased significantly from 2000 to 2010. This trend was most concentrated in households with children between the ages of 6 and 17 years old.

Statistical analysis of information on households by age shows a very strong correlation between the number of households in the 35 to 44 year old age group, and the number of elementary and high school age persons generated based on a cross sectional analysis of households at the grid level. In many districts, the 25 to 34 year old group is more significant for elementary student generation than the 35 to 44 year old group, but for the Tucson Unified District, the 25 to 34 year old group is actually negatively correlated with school age population. Regression statistics, provided in **Table 3**, show the early elementary population (persons aged 5 to 9) numbering 0.92 persons per household for householders aged 35 to 44, while the older elementary population (ages 10 to 13) averages 0.73 children per household for household for householders ages 35 to 44.



For high schools, the regression analysis shows 0.75 persons (ages 14 to 17) per householder age 35 to 44, which is relatively high. However, slightly older householders ages 45 to 54 are not significantly related to the high school age population, which is not the case in most districts. All of these regressions provide relationships valid at a 95 percent level of confidence.

HOUSEHOLDER AGE AND SCHOOL AGE POPULATION ANALYSIS

POPULATION 5 TO 9 OUTPUT

| Regression Statistics | | | | | |
|-----------------------|------------|--|--|--|--|
| Multiple R | 0.94513201 | | | | |
| R Square | 0.89327452 | | | | |
| Adjusted R Square | 0.88879022 | | | | |
| Standard Error | 53.3878478 | | | | |
| Observations | 224 | | | | |

ANOVA

| | df | SS | MS | F | Significance F |
|------------|-----|-------------|----------|----------|----------------|
| Regression | 1 | 5319937.546 | 5319938 | 1866.473 | 4.9731E-110 |
| Residual | 223 | 635608.4914 | 2850.262 | | |
| Total | 224 | 5955546.037 | | | |

| | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% |
|-----------|--------------|----------------|---------|----------|-------------|------------|
| Intercept | 0 | #N/A | #N/A | #N/A | #N/A | #N/A |
| 35 to 44 | 0.92465823 | 0.02140279 | 43.2027 | 2.5E-110 | 0.882480634 | 0.96683583 |

POPULATION 10 TO 13 OUTPUT

| Regression Statistics | | | | | | |
|-----------------------|------------|--|--|--|--|--|
| Multiple R | 0.9378597 | | | | | |
| R Square | 0.87958083 | | | | | |
| Adjusted R Square | 0.87509652 | | | | | |
| Standard Error | 44.8552996 | | | | | |
| Observations | 224 | | | | | |

ANOVA

| | df | SS | MS | F | Significance F |
|------------|-----|-------------|----------|----------|----------------|
| Regression | 1 | 3277272.059 | 3277272 | 1628.865 | 3.3293E-104 |
| Residual | 223 | 448675.5319 | 2011.998 | | |
| Total | 224 | 3725947.591 | | | |

| | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% |
|-----------|--------------|----------------|----------|----------|-------------|-------------|
| Intercept | 0 | #N/A | #N/A | #N/A | #N/A | #N/A |
| 35 to 44 | 0.72574528 | 0.017982155 | 40.35919 | 1.8E-104 | 0.690308589 | 0.761181978 |



TABLE 3 (Continued) HOUSEHOLDER AGE AND SCHOOL AGE POPULATION ANALYSIS

POPULATION 14 TO 17 OUTPUT

| Regression Statistics | | | | | |
|-----------------------|------------|--|--|--|--|
| Multiple R | 0.93939259 | | | | |
| R Square | 0.88245844 | | | | |
| Adjusted R Square | 0.87797413 | | | | |
| Standard Error | 45.5048554 | | | | |
| Observations | 224 | | | | |

ANOVA

| | df | SS | MS | F | Significance F |
|------------|-----|-------------|----------|----------|----------------|
| Regression | 1 | 3466754.967 | 3466755 | 1674.201 | 2.265E-105 |
| Residual | 223 | 461764.2864 | 2070.692 | | |
| Total | 224 | 3928519.254 | | | |

| | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% |
|-----------|--------------|----------------|--------|----------|-------------|------------|
| Intercept | 0 | #N/A | #N/A | #N/A | #N/A | #N/A |
| 35 to 44 | 0.74643079 | 0.018242557 | 40.917 | 1.2E-105 | 0.710480935 | 0.78238065 |



2.3 Housing Construction

There have been residential building permits filed for over 12,000 housing units over the past ten years, as shown on **Table 4**. Although the decrease in the number of permitted units in the District has been exacerbated by the collapse of the housing market, the decline actually started several years before the recession. Housing activity in the District peaked during the 2001/02 school year with over 3,700 new housing units being permitted, about 3,000 of which were single family, and then steadily declined in subsequent years. The instability of the recessionary period is evidenced by the very low activity levels in recent years. The low point was in 2010/11, with only 152 residential units permitted.

The permitted housing represents a broad mix of single family densities. Multifamily development comprises about 15 percent of the total over the past decade, which seems a bit low for a city the size of Tucson, and given the presence of the University. There has been little retirement housing added, though it is likely that some areas of the District have an older resident profile, even if not specifically in retirement housing.

| | | | HUUS | SING PE | RIVITS | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| Housing Type | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | Total |
| Non-Retirement Housing | | | | | | | | | | | |
| Single Family 2 du/ac or less | 151 | 343 | 405 | 100 | 32 | 12 | 29 | 19 | 3 | 13 | 1,107 |
| Single Family 2.01 - 3.5 du/ac | 1,056 | 504 | 390 | 156 | 68 | 39 | 21 | 16 | 26 | 27 | 2,303 |
| Single Family 3.51 - 4.5 du/ac | 653 | 1,066 | 775 | 321 | 188 | 123 | 158 | 71 | 208 | 191 | 3,754 |
| Single Family 4.51 - 6 du/ac | 139 | 377 | 312 | 165 | 95 | 53 | 17 | 14 | 17 | 54 | 1,243 |
| Single Family 6.01du/ac & Over | - | 5 | 170 | 136 | 35 | 5 | 15 | 8 | 7 | 9 | 390 |
| Single Family Attached | 97 | 117 | 154 | 69 | 57 | 18 | 12 | 7 | 55 | 18 | 604 |
| Manufactured Housing | 287 | 194 | 180 | 140 | 99 | 54 | 10 | 9 | 6 | 4 | 983 |
| Total Single Family | 2,383 | 2,606 | 2,386 | 1,087 | 574 | 304 | 262 | 144 | 322 | 316 | 10,384 |
| Multifamily to 12 du/ac | 52 | 58 | 93 | 50 | 18 | 6 | 3 | 1 | - | - | 281 |
| Multifamily 12.0 du/ac & Over | 814 | 131 | 57 | 44 | 28 | 101 | - | 7 | 342 | 29 | 1,553 |
| Total Multifamily | 866 | 189 | 150 | 94 | 46 | 107 | 3 | 8 | 342 | 29 | 1,834 |
| Total Non-Retirement | 3,249 | 2,795 | 2,536 | 1,181 | 620 | 411 | 265 | 152 | 664 | 345 | 12,218 |
| Retirement Housing Single Family 3.51 - 4.5 du/ac Total Retirement | - | - | - | - | - | - | - | - | - | 43 43 | 43 43 |
| Total | 3,249 | 2,795 | 2,536 | 1,181 | 620 | 411 | 265 | 152 | 664 | 388 | 12,261 |

Sources: Pima Association of Governments; Tucson Unified School District; Applied Economics, 2013.

Map 5 illustrates the additions to housing since 2000, with the colors of the permit markers becoming progressively darker, and the darkest reds used for the most recent years. Development has been widespread, with substantial infill activity in the central portion of the District. However, the overall direction of growth is pushing outward toward the southwest and southeast corners.



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MAP 5 RESIDENTIAL PERMITTING

2.4 Housing Vacancy Trends

Housing vacancy data is one of the most difficult to acquire components used to estimate and project District population. Changes in housing vacancy rates can result from declining population, or population increases without any additional residential construction. The search for a useable data source led Applied Economics to the U.S. Postal Service vacancy survey. The United States Department of Housing and Urban Development (HUD) has an agreement with the U.S. Postal Service (USPS) to receive data on addresses identified by the post office as having been vacant the previous quarter. This data has been processed by using the 2010 Census as a benchmark and applying changes in vacancy rates, rather than using absolute numbers of housing units. The raw USPS data is also reviewed at the Census Tract level to identify data anomalies that can be caused by changes in how residential units have been defined, the inclusion of the addresses of entire subdivisions before the actual construction of housing units, and changes in vacancy classification. Adjustment factors are applied to the quarterly records, when necessary, in an effort to resolve such issues.

The geographic areas used to analyze vacancy data for the Tucson Unified School District are shown on **Map 6**. The geographic definitions are meant to create fairly large groupings of compatible areas to increase the functionality of the data, shown in **Table 5**. Surprisingly, vacancy rates have changed little since 2010. Possible reasons for this could include a lower level of housing speculation before the recession than found in some of the more rapidly growing areas towards the outer periphery of the metro area. There could also be a new movement toward the outer parts of the metro area to take advantage of foreclosed houses or short sales in the once booming suburbs. The addition of more private dormitory housing could also be having an effect in the central city. New development is also taking place just outside the District, and that could also be preventing vacancy rates within the District from declining as expected.

| Year | Quarter | Central Corridor | Eastern Suburbs | Foothills | Northwest | Northwest |
|------|---------|------------------|-----------------|-----------|-----------|-----------|
| 2010 | 1 | 11.2% | 9.7% | 11.1% | 10.8% | 10.8% |
| 2010 | 2 | 11.6% | 10.6% | 12.7% | 11.0% | 10.7% |
| 2010 | 3 | 11.6% | 10.7% | 12.6% | 10.8% | 10.7% |
| 2010 | 4 | 11.7% | 10.5% | 12.7% | 11.2% | 10.5% |
| 2011 | 1 | 11.5% | 10.6% | 11.8% | 10.7% | 10.8% |
| 2011 | 2 | 12.0% | 11.2% | 12.8% | 11.2% | 10.9% |
| 2011 | 3 | 11.6% | 10.1% | 11.9% | 10.8% | 11.0% |
| 2011 | 4 | 11.6% | 10.2% | 11.5% | 11.5% | 11.1% |
| 2012 | 1 | 11.4% | 9.7% | 11.3% | 11.0% | 11.1% |
| 2012 | 2 | 11.7% | 9.8% | 11.7% | 11.5% | 10.9% |
| 2012 | 3 | 13.0% | 11.3% | 11.8% | 11.0% | 11.2% |
| 2012 | 4 | 12.3% | 10.8% | 11.7% | 11.4% | 11.5% |
| 2013 | 1 | 11.9% | 10.2% | 11.4% | 10.8% | 11.0% |
| 2013 | 2 | 12.1% | 10.1% | 11.9% | 11.1% | 11.2% |

TABLE 5 HOUSING VACANCY TRENDS

Source: U.S. Department of Housing and Urban Development; U.S. Postal Service;

U.S. Bureau of the Census; Applied Economics, 2013.



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MAP 6 VACANCY TRENDS STUDY AREAS



3.0 Residential Development Potential

The future residential development potential within the Tucson Unified District is currently estimated to be 20,600 units. This estimate is based on known development plans or zoning and an estimate of currently available building lots. There are additional parcels of land that could be acquired for future residential development, while other parcels could change from residential designations to open space, commercial, or other uses, so the unit counts and types will evolve over time. **Table 6** shows the development potential by type of housing product and the estimated time period expected for the **beginning** of construction, with development often taking a number of years to actually complete. About 31 percent of the development potential is in the "Custom/Infill" category, generally defined as rural, or infill projects that are likely to be under development intermittently over a number of years. The District has a great deal of infill potential throughout, and there are a number of subdivisions of various sizes that have been under development for an extended period of time and will likely continue to develop slowly. A number of these infill projects are located west of downtown, with others along the northern boundary of the District in the Catalina Foothills area.

About 16 percent of the identified potential is multifamily housing, which is very close to the amount actually developed over the past decade. Single family housing of 3.5 to 4.5 density units per acre is estimated to represent a lower percentage of potential than in the past, while higher densities of 4.5 to 6 units per acre have greater potential. Higher density single family can be expected as land prices increase. However, the estimated potential will change over time due to redevelopment, land prices, and product trends. It can also be expected that multifamily housing supply will increase in the future, in some cases due to redevelopment.

| Active Custom/ Vacant Land | | | | | | | | | |
|--------------------------------|----------|--------|--------|-----------|-----------|------------|-----------|--------|--|
| Housing Type | Projects | Infill | 1 Year | 2-3 Years | 3-5 Years | 5-10 Years | 10+ Years | Total | |
| Single Family 2 du/ac or less | 289 | 431 | 0 | 266 | 284 | 678 | 0 | 1,948 | |
| Single Family 2.01 - 3.5 du/ac | 86 | 1,814 | 13 | 39 | 777 | 543 | 0 | 3,272 | |
| Single Family 3.51 - 4.5 du/ac | 738 | 963 | 0 | 636 | 214 | 595 | 1,316 | 4,462 | |
| Single Family 4.51 - 6 du/ac | 142 | 1,084 | 0 | 1,686 | 174 | 3,892 | 0 | 6,978 | |
| Single Family 6.01du/ac & Over | 11 | 61 | 253 | 12 | 48 | 65 | 0 | 450 | |
| Single Family Attached | 50 | 0 | 0 | 0 | 10 | 200 | 0 | 260 | |
| Total Single Family | 1,316 | 4,353 | 266 | 2,639 | 1,507 | 5,973 | 1,316 | 17,370 | |
| Multifamily to 12 du/ac | 57 | 275 | 0 | 0 | 191 | 135 | 296 | 954 | |
| Multifamily 12.0 du/ac & Over | 144 | 1,790 | 0 | 208 | 60 | 72 | 0 | 2,274 | |
| Total Multifamily | 201 | 2,065 | 0 | 208 | 251 | 207 | 296 | 3,228 | |
| Total | 1,517 | 6,418 | 266 | 2,847 | 1,758 | 6,180 | 1,612 | 20,598 | |

TABLE 6 POTENTIAL NEW HOUSING BY DEVELOPMENT TIMELINE

Sources: Pima County: City of Tucson; Tucson Unified School District; Applied Economics, 2013.

Maps 7 and 8 show currently active and future development areas by land use and the estimated timing as presented on the previous table. The number of individual vacant building lots in the central corridor is greater than is clearly visible due to the small size of the lots.



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MAP 7 FUTURE LAND USE



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MAP 8 DEVELOPMENT TIMING



Local land broker Will White was quoted last February as saying, "This is the year of the resurgent homebuilders market," and while permitting activity in the District is still weak, it does appear that homebuilder interest in Tucson is picking up. However, increasing shares of growth are going outside the District. Population projections by the Arizona Department of Administration show the population of Tucson (city) falling from 53 percent of the county total in 2010, to 52 percent in 2020. Marana's population share is projected to grow from 3.5 to 4.4 percent and Sahuarita from 2.6 to 3.1 percent in that period. According to building permit data supplied by the Pima Association of Governments, approximately 40 percent of the units permitted in 2011 were within the Tucson District. That dropped to about 32 percent in 2012, and for the first half of 2013 the share was 26 percent. Growth in the Amphitheater and Marana Districts increased substantially in that same period, accounting for about the same percentage of permitted units as Tucson Unified in 2013, despite having much lower total enrollment. Sahuarita and Vail Unified both have smaller shares of permitting activity, about 6 to 10 percent, but more growth is anticipated.

While residential development conditions in the Tucson Unified District will continue to improve in the next few years, much of that growth will be in small subdivisions or individual infill lots. There are some larger developments, but most of the major development projects being introduced in the region now are outside the District. A major focus for development in the region will be in the Vail District. Projects include Pulte Home's partially built Sierra Morado with 578 lots, Sycamore Point with 115 lots, Mountain Vail Estates with 500 lots, and the 565 acre La Estancia de Tucson development. This is not to suggest the absence of new growth in the Tucson Unified District, however much of the new development in the Tucson metro area can be expected to take place outside the District, along I-10 and south of Irvington.

There has been little zoning activity in the eastern portion of the District. A new plan for 13 lots at Houghton and Tanque Verde, and a pre-submittal on a 40+ acre parcel at Golf Links and Houghton have been introduced, but little else has transpired. The 40 acre parcel will be partially commercial, but there are no details yet as to what the residential component might be. Small lot single family is expected at this point. There are two new projects moving forward at Sabino Canyon and River Road. Aerie at Sabino and River is a 53 unit development of high density single family rentals. Construction is anticipated within a year. The houses are expected to be high amenity units ranging from 965 to 1,244 square feet. Any school-age children residing there would likely be in the lower grades. Across the street is a parcel planned for 196 multifamily units. The location suggests the development will also be a high amenity property with few school-age children. Much of the development in the east will be the same sort of infill/custom building that has been taking place, with stable or moderate growth.

The downtown area of the District is seeing an influx of dormitory projects, with approximately 3,300 units either built, under construction, or permitted. The volume of student housing involved in such projects is a recent circumstance and it is unclear what all the impacts will be. Such high density projects can be expected to increase surrounding land values and encourage more rental properties and/or increased densities. This would tend to attract younger residents, but not families with children. Conversely, with so





much student housing demand being met in a few large projects, more existing houses currently occupied by students could become available for non-students.

Near 36th Street and Park Avenue, Lennar and KB Homes are moving forward on the Sinclair development. The first phase of 200 small-lot single family houses is expected to begin initial construction within a year. Timing for the second phase of 500 lots has not been determined but should be active in about three years if sales go well with the first offerings. Construction levels are expected to be moderate with building continuing for several years, but this will also depend on sales volumes. Farther south, on the north side of Irvington between Campbell and Country Club, is Irvington Place. This 755 unit project of small-lot single family houses is expected to begin development in 2 to 3 years.

The southwestern portion of the District is where most future development will take place. The potential for new housing is substantial, though there are also impediments. The State Land Department controls over 3,500 acres in the southwestern corner of the District. This could add several thousand housing units if developed, though there are no current plans or expressed interest, so this area is not included in the estimated potential cited at the beginning of this section. The southwestern part of the District is also severely impacted by washes, which serve as an impediment to construction. Water service has been a barrier in the past, but Tucson Water has relaxed some policies related to water hookups which may encourage new development.

There are plans for two large master planned communities on the south side of Valencia Road and on each side of the District's western boundary. Sendero Pass, which is on the west, outside the District, includes 837 acres with a planned potential of 3,150 to 3,500 housing units. Part of the project has been purchased by a Scottsdale, Arizona investment and development firm and they are expected to start platting part of the property within a year. Pomegranate Farms is located within the District and has a similar target density of about 3,500 units, but on only 407 acres. The specific plan is from 2009 and includes a website that is no longer active. The plan indicates a target density of 8.5 units per acre overall, with 8 units per acre at minimum, which seems very incongruous with the surrounding development. The Sendero Pass project seems to be much more advanced, while the Pomegranate Farms land is likely to be reconfigured and not become active for several more years.

The collapse of the housing market and accompanying recession brought previously active development projects to a halt, or nearly so (right: abandoned, unfinished houses at Sonoran Ranch). As the economy improves, these "zombie" subdivisions are coming back to life. Because of the economic devastation, builders are not inclined to make large land purchases at this time. The current tendency is to purchase finished lots in existing subdivisions a few at a time,



then continue to keep just ahead of demand. This allows builders to produce income and maintain or rebuild their supply lines and employee connections while not being as financially exposed as they had been when purchases of large tracts of raw land were the norm.



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At Sonoran Ranch (Valencia, half mile west of Vahalla), about a quarter mile from the two abandoned houses just shown, D.R. Horton has purchased a block of about 50 lots. The builder has been active about 5 months and has had 22 sales. Projections are for about 3 housing starts per month and it is expected that as sales continue they will purchases additional lots, and will likely be joined by other builders. House prices at the subdivision start at about \$140,000 so it can be expected that these will be houses occupied by families.

About a mile southeast, at Vahalla, south of Valencia, D.R. Horton has been joined by LGI Homes at Caddis Haley (also called Sonoran Ranch on some signage). As seen in the photo at right, construction is very active and spread out. The builders are not just finishing a few houses, there are houses at all stages of construction, from finishing to preparing lots for new starts. This also indicates a level of confidence in the market moving forward. The



presence of a large new playground, including a basketball court, is an obvious indication the subdivision is targeting families with children.

The other major development in the area is Star Valley, which has been under development for several years south of Valencia along Camino Verde. Lennar Homes is currently active in two subdivisions there. They are building a new type of product called a "multi-generational" house, which is a house with an attached casita. Prices start at about \$130,000 with offers of zero down and zero closing costs. Houses



have up to 5 bedrooms and 2,900 square feet. It appears the target market is families, and while the construction is intended to be multi-generational, it seems that home offices or apartments for older children could also be possible. As with Sonoran Ranch, construction activity is across all construction stages (left), with a number of houses under construction at the same time.

There are three tracts of raw land on the southern portion of the Star Valley development, south of Yedra and bounded by the San

Xavier District of the Tohono O'Odham Nation. These parcels have a development potential of 1,400 houses. While they are currently owned by Stewart Title, it can expected that continued demand accompanied by the absorption of existing finished lots, will result in the next development phase, which



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will open up new land to development. If current trends continue, the first of these parcels could begin development within two years. Because of the competition from other parts of the metro area, and the location and type of project, it is anticipated that construction levels will increase but be moderate enough that construction could continue through most or all of the projection period.

Overall, single family development in the District is forecast to steadily increase through about 2020, although not attaining the levels experienced in the early 2000's. This is largely due to the increased development options elsewhere in the metro region, and the constraints on available land remaining in the District including washes and existing housing on large lot, "ranchette" properties. This could change if anticipated developments of commercial and industrial enterprises around Ryan Air Field come to fruition, which could motivate additional development, perhaps on some of the state-owned land. It should be noted that the State Land Department is largely reactive to buyers, offering land for sale after there has been interest expressed. Also, some projects may come about unexpectedly as particular developers decide to go forward. The property for the Aerie project at Sabino and River had been owned by a joint venture for 35 years before being sold in August of this year.

Multifamily development is expected to remain very limited for the next 2 to 4 years due to the large amount of new student housing being constructed. Also since housing demand in locations where new multifamily would be most likely can be at least partially satisfied by existing vacant housing.



4.0 DISTRICT-LEVEL PROJECTIONS

In this section of the report, the enrollment, demographic, and development information is integrated in order to project changes to District-level enrollment. The level of projected change is based on our housing growth forecast, occupancy rates, and per household student-age population generation rates. This methodology leads to the creation of ten-year enrollment projections by grade for Kindergarten through 12th grade.

4.1 Housing & Population

Table 7 provides annual housing, household and population projections through 2023/24 based on the projected annual absorption of new housing units, and real estate market and demographic trends. The housing unit construction schedule developed for the 10-year period by Applied Economics is based on recent construction trends, ownership, and data reflecting the cyclical nature of economic growth in the District. These projections show in a total housing inventory of about 227,900 units in 2023/24, up about 12,600 units from the 2013/14 inventory. This would result in a District-wide population of about 507,800 people in 2023/24, or an increase of about 31,100 persons.

More important than the number of new housing units, is the number of **occupied** housing units, or households. In 2000's, the District housing occupancy rate was about 92 percent, but decreased during the recession, reaching a low of 89.5 percent in 2010/11. It has rebounded very slightly in the last several years to about 90.1 percent. Because of this, the number of households actually declined for several years during the recession, despite that fact that new housing units were added to inventory. However, this trend reversed in 2011/12 as occupancy rates stabilized. The number of new households is expected to continue to outstrip housing unit additions throughout the projection period as housing occupancy rates increase to about 91.3 percent.

While 12,600 new housing units are expected to be added over the next ten years, the number of new households is expected to be just over 14,100, based on the combination of new units and higher occupancy rates. However, the population per household and school-age population per household rates are both expected to continue to decline slowly. While new housing growth remains moderate, the existing population is "aging in place" due to real estate market conditions and general demographic trends. As a result, school-age population is expected to increase by only 2,500, despite the creation of over 14,100 new households.



| | | Housing L | Jnits | Occupancy | Vacant | Househ | olds | |
|--------------|------------|-----------|--------|-----------|--------|---------|--------|--------|
| Year | Population | Total | New | Rate | Units | Total | Change | Pop/HH |
| 2000/01 | 444,808 | 193,800 | | 92.2% | 15,099 | 178,701 | | 2.489 |
| 2001/02 | 453,279 | 197,156 | 3,356 | 92.4% | 14,966 | 182,190 | 3,489 | 2.488 |
| 2002/03 | 462,212 | 200,663 | 3,507 | 92.6% | 14,831 | 185,832 | 3,642 | 2.487 |
| 2003/04 | 469,867 | 203,710 | 3,046 | 92.8% | 14,649 | 189,061 | 3,228 | 2.485 |
| 2004/05 | 473,754 | 206,754 | 3,044 | 92.3% | 15,901 | 190,852 | 1,792 | 2.482 |
| 2005/06 | 476,893 | 209,373 | 2,619 | 91.8% | 17,150 | 192,223 | 1,371 | 2.481 |
| 2006/07 | 479,361 | 211,749 | 2,376 | 91.3% | 18,403 | 193,346 | 1,123 | 2.479 |
| 2007/08 | 478,552 | 212,856 | 1,107 | 90.8% | 19,564 | 193,292 | -54 | 2.476 |
| 2008/09 | 476,414 | 213,437 | 581 | 90.3% | 20,684 | 192,752 | -540 | 2.472 |
| 2009/10 | 473,736 | 213,822 | 385 | 89.8% | 21,791 | 192,031 | -721 | 2.467 |
| 2010/11 | 473,159 | 214,070 | 248 | 89.5% | 22,373 | 191,697 | -334 | 2.468 |
| 2011/12 | 473,623 | 214,222 | 152 | 89.7% | 22,065 | 192,157 | 460 | 2.465 |
| 2012/13 | 475,421 | 214,886 | 664 | 89.9% | 21,703 | 193,183 | 1,025 | 2.461 |
| 2013/14 | 476,724 | 215,274 | 388 | 90.1% | 21,312 | 193,962 | 779 | 2.458 |
| 2014/15 | 477,992 | 215,887 | 613 | 90.2% | 21,157 | 194,730 | 768 | 2.455 |
| 2015/16 | 479,776 | 216,587 | 700 | 90.4% | 20,901 | 195,686 | 956 | 2.452 |
| 2016/17 | 481,924 | 217,482 | 895 | 90.5% | 20,704 | 196,778 | 1,091 | 2.449 |
| 2017/18 | 485,051 | 218,824 | 1,342 | 90.6% | 20,548 | 198,276 | 1,499 | 2.446 |
| 2018/19 | 488,514 | 220,267 | 1,443 | 90.7% | 20,397 | 199,870 | 1,594 | 2.444 |
| 2019/20 | 492,084 | 221,743 | 1,476 | 90.9% | 20,245 | 201,498 | 1,628 | 2.442 |
| 2020/21 | 496,234 | 223,500 | 1,757 | 91.0% | 20,115 | 203,385 | 1,887 | 2.440 |
| 2021/22 | 499,908 | 225,117 | 1,617 | 91.1% | 20,035 | 205,082 | 1,697 | 2.438 |
| 2022/23 | 504,040 | 226,595 | 1,478 | 91.2% | 19,940 | 206,655 | 1,573 | 2.439 |
| 2023/24 | 507,788 | 227,915 | 1,320 | 91.3% | 19,829 | 208,086 | 1,432 | 2.440 |
| 2014/15 - 20 |)23/24 | | 12,641 | | | | 14,125 | |

TABLE 7 PROJECTED POPULATION AND HOUSING

Source: Applied Economics, November 2013.

*Bolding Indicates Actuals



4.2 School-Age Population & Capture

Between 2000 and 2010, enrollment decreased by 14 percent or 8,900 students, while school-age population (persons age 5 to 17) residing within District boundaries decreased by only 3 percent or 2,400 students. Since 2010, enrollment has dropped by another 7 percent, or about 3,900 students, despite a steady level of school-age population during that period.

In addition to the volume and market orientation of household growth, trends in per-household student generation rates and capture rates are key factors used in determining future enrollment levels as shown in **Table 8**. The first element, student generation, refers to the expected size of the school-age population, 5 to 17 years old, per household. The average number of school-age persons per household has decreased from a high of 0.43 in 2000/01 to just 0.38 currently. The District is expected to experience slight declines in student generation rates down to 0.37 by 2023/24 (**Figure 3**). However, these rates vary significantly across the District.

Because of the increasing number of educational alternatives and mostly unrestricted open enrollment policies, it is necessary to apply a "capture rate", or enrollment to population ratio, to the school-age population to project enrollment. While households may be generating, on average, 0.38 school-age persons that does not necessarily equate to an equivalent amount of enrollment. Please note that in this analysis the capture rate is based on the **net difference** between the school-age population and District enrollment. This includes the loss of some in-district school-age persons to other providers, and the addition of students from outside the district.

At the present time, the District attracts about 1,400 students from outside its boundaries, meaning that only about 47,600 of the District's 74,300 school-age persons attend District schools. This would imply an internal capture rate of 64 percent of the resident school age population. With out-of-district students included, the net capture rate rises to 66 percent, with a net loss of close to 49,000 students. The level of out-of-district enrollment is assumed to remain at current or similar levels throughout the projection period.

In 2000/01, the District's capture rate was at a high of 0.80, meaning that 80 percent of the school-age population of the District was attending District schools. At the time, that level was somewhat low compared to typical suburban areas driven by an established base of private and parochial schools in addition to charter schools. Since that time, increasing open enrollment—and especially the introduction and proliferation of public charter schools—has impacted the in-district capture rates for public school districts. Open enrollment causes a shifting of students between districts, with gains and losses offsetting each other to varying degrees, but charter schools only subtract from districts. The capture rate in Tucson has fallen steadily to 66 percent by 2013/14.

In terms of the comparison of students residing in the District versus the number enrolled in District schools, the capture rate implies that there are currently about 25,300 school age children living in the District but being served by other providers. Capture rates are expected to continue to decline slowly over the next ten years because of the continued expansion of charter schools and increased competition from surrounding school districts.



| | | School-Age | Population * | K-12 | Enrollment | Net | Enrollment - |
|---------|------------|------------|---------------|--------|---------------|------------|------------------|
| Year | Households | Total | Per Household | Total | Per Household | Difference | Population Ratio |
| 2000/01 | 178,701 | 76,767 | 0.430 | 61,724 | 0.345 | 15,043 | 0.804 |
| 2001/02 | 182,190 | 77,467 | 0.425 | 61,827 | 0.339 | 15,640 | 0.801 |
| 2002/03 | 185,832 | 78,210 | 0.421 | 61,136 | 0.329 | 17,074 | 0.797 |
| 2003/04 | 189,061 | 78,757 | 0.417 | 60,549 | 0.320 | 18,208 | 0.794 |
| 2004/05 | 190,852 | 78,692 | 0.412 | 60,243 | 0.316 | 18,449 | 0.790 |
| 2005/06 | 192,223 | 78,448 | 0.408 | 59,611 | 0.310 | 18,837 | 0.787 |
| 2006/07 | 193,346 | 78,101 | 0.404 | 59,180 | 0.306 | 18,921 | 0.783 |
| 2007/08 | 193,292 | 77,283 | 0.400 | 58,200 | 0.301 | 19,083 | 0.780 |
| 2008/09 | 192,752 | 76,281 | 0.396 | 56,384 | 0.293 | 19,897 | 0.776 |
| 2009/10 | 192,031 | 75,220 | 0.392 | 54,879 | 0.286 | 20,341 | 0.773 |
| 2010/11 | 191,697 | 74,323 | 0.388 | 52,857 | 0.276 | 21,466 | 0.711 |
| 2011/12 | 192,157 | 74,198 | 0.386 | 51,273 | 0.267 | 22,925 | 0.691 |
| 2012/13 | 193,183 | 74,290 | 0.385 | 50,282 | 0.260 | 24,008 | 0.677 |
| 2013/14 | 193,962 | 74,286 | 0.383 | 48,975 | 0.252 | 25,311 | 0.659 |
| 2014/15 | 194,730 | 74,276 | 0.381 | 48,122 | 0.247 | 26,154 | 0.648 |
| 2015/16 | 195,686 | 74,337 | 0.380 | 47,519 | 0.243 | 26,818 | 0.639 |
| 2016/17 | 196,778 | 74,447 | 0.378 | 46,983 | 0.239 | 27,464 | 0.631 |
| 2017/18 | 198,276 | 74,708 | 0.377 | 46,575 | 0.235 | 28,133 | 0.623 |
| 2018/19 | 199,870 | 75,002 | 0.375 | 46,230 | 0.231 | 28,772 | 0.616 |
| 2019/20 | 201,498 | 75,305 | 0.374 | 46,029 | 0.228 | 29,276 | 0.611 |
| 2020/21 | 203,385 | 75,700 | 0.372 | 45,940 | 0.226 | 29,760 | 0.607 |
| 2021/22 | 205,082 | 76,127 | 0.371 | 45,971 | 0.224 | 30,156 | 0.604 |
| 2022/23 | 206,655 | 76,504 | 0.370 | 46,113 | 0.223 | 30,391 | 0.603 |
| 2023/24 | 208,086 | 76,826 | 0.369 | 46,265 | 0.222 | 30,561 | 0.602 |

TABLE 8 SCHOOL AGE POPULATION AND ENROLLMENT

Source: Applied Economics, November 2013.

* Population age 5 through 17, corresponds with Kindergarten through 12th grade.

Bolding indicates historical data.





FIGURE 3 PROJECTED ENROLLMENT: 2000/01-2023/24

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4.3 Charter and Private School Enrollment

In the 2012/13 school year, there were 58 charter schools operating within the Tucson Unified School District boundaries with 11,500 total K-12 students. The schools are listed on **Table 9** with their addresses. Note that these are only charter schools within the District and some residents may be attending charter schools outside the District boundaries.

Charter schools report enrollment to the state but it is difficult to learn of new schools prior to opening. Over time, charter schools also move, change names, or go out of business, which also creates tracking difficulties. However, school lists and enrollment data have been compiled, and while there are issues with the data due to reporting lags, the data is from the Arizona Department of Education and is generally deemed accurate and provides a striking view of the situation.

| | | | | Total |
|---|-------------------------|--------|-------|-------|
| School Name | Address | City | Zip | K-12 |
| A Child's View School | 2846 Drexel Rd. | Tucson | 85746 | 37 |
| Academy Adventures Midtown | 3025 N. Winstel | Tucson | 85716 | 91 |
| Academy Del Sol | 4525 E. Broadway Blvd. | Tucson | 85711 | 37 |
| Academy of Tucson Elementary School | 9209 E. Wrightstown Rd. | Tucson | 85715 | 296 |
| Academy of Tucson High School | 10720 E. 22nd St. | Tucson | 85748 | 175 |
| Academy of Tucson Middle School | 7310 E. 22nd St. | Tucson | 85710 | 245 |
| Accelerated Learning Laboratory | 5245 N. Camino de Oeste | Tucson | 85745 | 196 |
| ACE Charter High School | 1915 E. 36th St. | Tucson | 85713 | 49 |
| Adalberto M. Guerrero School | 2797 N. Introspect Dr | Tucson | 85745 | 76 |
| Adventure School | 5757 E. Pima St. | Tucson | 85712 | 97 |
| Allsport Academy | 6211 E. Speedway Blvd. | Tucson | 85712 | 102 |
| Alternative Computerized Education (ACE) Ch | a 1929 N. Stone Ave. | Tucson | 85705 | 138 |
| AmeriSchools Academy - Country Club | 1150 N. Country Club | Tucson | 85716 | 219 |
| Arizona College Prep Academy | 7444 E. Broadway | Tucson | 85710 | 109 |
| BASIS Tucson | 3825 E. 2nd St | Tucson | 85716 | 353 |
| BASIS Tucson North | 5740 E. River Rd. | Tucson | 85750 | 770 |
| Canyon Rose Academy | 2401 S. Wilmont Rd | Tucson | 85711 | 299 |
| Children Reaching for the Sky Preparatory | 1844 S. Alvernon Way | Tucson | 85711 | 262 |
| City High School | 48 E. Pennington St | Tucson | 85701 | 166 |
| Compass High School | 8250 E. 22nd St. | Tucson | 85710 | 408 |
| Desert Mosaic School | 5757 W. Ajo Highway | Tucson | 85735 | 83 |
| Desert Sky Community School | 1350 N. Arcadia Ave | Tucson | 85712 | 60 |
| Desert Springs Academy | 3833 E. 2nd St. | Tucson | 85716 | 136 |
| Eastpointe High School | 8495 E. Broadway | Tucson | 85710 | 149 |
| Edge High School - Himmel Park | 2555 E. First St. | Tucson | 85716 | 162 |
| Future Investment Middle School | 1854 S. Alvernon Way | Tucson | 85711 | 96 |
| Ha:san Preparatory & Leadership School | 1333 E. 10th St. | Tucson | 85719 | 134 |
| Hiaki High School | 4747 W. Calle Vicam | Tucson | 85746 | 62 |
| Highland Free School | 510 S. Highland Ave. | Tucson | 85719 | 44 |
| Khalsa School | 3701 E. River Rd. | Tucson | 85718 | 249 |

TABLE 9 ENROLLMENT IN LOCAL NON-DISTRICT CHARTER SCHOOLS BY SCHOOL



| | | | | Total |
|--|-------------------------|--------|-------|--------|
| School Name | Address | City | Zip | K-12 |
| La Paloma Academy | 2050 N. Wilmot Rd. | Tucson | 85712 | 732 |
| La Paloma Academy (Lakeside) | 8140 E. Golflinks Rd. | Tucson | 85730 | 859 |
| Luz-Guerrero Early College High School | 2797 N. Introspect Dr. | Tucson | 85745 | 113 |
| Nosotros Academy | 440 N. Grande Ave. | Tucson | 85745 | 168 |
| Ombudsman - Charter Central | 1525 N. Oracle Rd. | Tucson | 85705 | 70 |
| Ombudsman - Charter Valencia | 1686 W. Valencia Rd. | Tucson | 85746 | 118 |
| Paulo Freire Freedom School | 300 E. University Blvd. | Tucson | 85705 | 71 |
| Pima Partnership Academy | 1346 N. Stone Ave. | Tucson | 85705 | 101 |
| Pima Partnership School, The | 1346 N. Stone Ave. | Tucson | 85705 | 221 |
| Pima Rose Academy | 1690 W. Irvington Rd. | Tucson | 85746 | 432 |
| Pima Vocational High School | 1550 S. 6th Ave | Tucson | 85713 | 142 |
| PPEP TEC - Celestino Fernandez Learning C | 1840 E. Benson Hwy | Tucson | 85714 | 289 |
| PPEP TEC - Victor Soltero Learning Center | 8677 E. Golf Links | Tucson | 85730 | 52 |
| School for Integrated Academics and Technolo | 901 S. Campbell Ave. | Tucson | 85719 | 108 |
| Sky Islands | 201 S. Wilmot Rd. | Tucson | 85711 | 49 |
| Skyview High School | 7820 E. Wrightstown Rd. | Tucson | 85715 | 121 |
| Sonoran Science Academy - Broadway | 6880 E. Broadway Blvd. | Tucson | 85710 | 316 |
| Sonoran Science Academy - Davis Monthan | 5741 E. Ironwood St | Tucson | 85708 | 201 |
| Southern Arizona Community High School | 2470 N. Tucson Blvd. | Tucson | 85716 | 217 |
| Southside Community School | 2701 S. Campbell Ave | Tucson | 85713 | 229 |
| TAG Elementary | 10129 E. Speedway Blvd. | Tucson | 85748 | 205 |
| TIA East | 450 N. Pantano Rd. | Tucson | 85710 | 60 |
| TIA West | 2700 W. Broadway Blvd. | Tucson | 85745 | 145 |
| Tucson Country Day School | 9239 E. Wrightstown Rd. | Tucson | 85715 | 686 |
| Tucson International Academy | 2700 W. Broadway Blvd. | Tucson | 85745 | 111 |
| Tucson International Academy Midvale | 1625 W. Valencia | Tucson | 85746 | 120 |
| Western Institute for Leadership Development | 1300 S. Belvedere Ave | Tucson | 85711 | 46 |
| Wildcat School | 25 E. Drachman | Tucson | 85705 | 225 |
| Total | | | | 11,507 |

TABLE 9 (Continued) ENROLLMENT IN LOCAL NON-DISTRICT CHARTER SCHOOLS BY SCHOOL

Source: Arizona Department of Education; Applied Economics 2013.

Table 10 shows the enrollment by grade in charter schools over the past five years. Enrollment has increased by over 1,900 students, going up an average of 480 students per year.

 TABLE 10

 ENROLLMENT IN LOCAL NON-DISTRICT CHARTER SCHOOLS BY GRADE

| School Year | #Schools | KG | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Total K-12 | Annual Change |
|-------------|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|----------|---------------|------------------|
| 2008-09 | 52 | 702 | 578 | 557 | 508 | 530 | 571 | 693 | 758 | 684 | 505 | 738 | 1,009 | 1,748 | 9,581 | |
| 2009-10 | 55 | 692 | 626 | 614 | 595 | 555 | 673 | 835 | 768 | 820 | 502 | 718 | 968 | 2,028 | 10,394 | 813 |
| 2010-11 | 55 | 763 | 753 | 684 | 660 | 615 | 718 | 864 | 843 | 794 | 548 | 699 | 951 | 1,983 | 10,875 | 481 |
| 2011-12 | 56 | 797 | 771 | 700 | 675 | 638 | 704 | 824 | 878 | 781 | 568 | 774 | 939 | 1,972 | 11,021 | 146 |
| 2012-13 | 58 | 756 | 756 | 717 | 664 | 614 | 842 | 969 | 891 | 893 | 570 | 806 | 1,012 | 2,017 | 11,507 | 486 |

Source: Arizona Department of Education; Applied Economics 2013.



Private schools do not have to report to the state so enrollment data from most sources tends to be outdated. However, enrollment also tends to be more stable at private schools than at charter institutions. In the 2009-10 school year, there were 28 private schools operating within the Tucson Unified boundaries with 4,300 K-12 students, shown on **Table 11**.

| | | | | Total |
|---|--------------------------|--------|-------|-------|
| School Name | Address | City | Zip | K-12* |
| Al Huda Islamic School | 2800 E River Rd | Tucson | 85718 | 34 |
| Calvary Chapel Christian School | 8725 E Speedway Blvd | Tucson | 85710 | 112 |
| Carden Christian Academy Central | 2727 N Swan Rd | Tucson | 85712 | 44 |
| Casa Ninos School Of Montessori - East Campus | 8655 E Broadway Blvd | Tucson | 85710 | 5 |
| Castlehill Country Day School | 3225 N Craycroft Rd | Tucson | 85712 | 188 |
| Chapel In The Hills Preschool | 5455 S Westover Ave | Tucson | 85746 | 88 |
| Desert Christian Schools | 7525 E Speedway Blvd | Tucson | 85710 | 496 |
| Desert Valley Christian School | 1200 N Santa Rosa Ave | Tucson | 85712 | 15 |
| Faith Lutheran School | 3925 E 5Th St | Tucson | 85711 | 53 |
| Family Life Academy | 7801 E Kenyon Dr | Tucson | 85710 | 65 |
| Firm Foundations Christian School | 3020 S Mission Rd | Tucson | 85713 | 49 |
| First Southern Christian School | 445 E Speedway Blvd | Tucson | 85705 | 77 |
| Fountain Of Life Lutheran School | 710 S Kolb Rd | Tucson | 85710 | 89 |
| Ironwood Hills Christian School | 2245 W Ironwood Hills Dr | Tucson | 85745 | 6 |
| Lamb'S Gate Christian School | 4700 N Swan Rd | Tucson | 85718 | 29 |
| Our Mother Of Sorrows School | 1800 S Kolb Rd | Tucson | 85710 | 409 |
| River Of Life Christian School | 6902 E Golf Links Rd | Tucson | 85730 | 84 |
| Saguaro Hills Adventist Christian School | 4280 W Irvington Rd | Tucson | 85746 | 21 |
| Santa Cruz Catholic School | 29 W 22Nd St | Tucson | 85713 | 190 |
| Ss Peter & Paul Catholic School | 1436 N Campbell Ave | Tucson | 85719 | 427 |
| St Ambrose School | 300 S Tucson Blvd | Tucson | 85716 | 220 |
| St Augustine Catholic High School | 8800 E 22Nd St | Tucson | 85710 | 133 |
| St Cyril Elementary School | 4725 E Pima St | Tucson | 85712 | 387 |
| St Gregory College Preparatory School | 3231 N Craycroft Rd | Tucson | 85712 | 278 |
| St John The Evangelist School | 600 W Ajo Way | Tucson | 85713 | 134 |
| St Joseph Catholic School | 215 S Craycroft Rd | Tucson | 85711 | 296 |
| St Michael'S Parish Day School | 602 N Wilmot Rd | Tucson | 85711 | 334 |
| Tuller School | 5870 E 14Th St | Tucson | 85711 | 46 |
| Total | | | | 4,309 |

TABLE 11 ENROLLMENT IN LOCAL NON-DISTRICT PRIVATE SCHOOLS BY SCHOOL

Source: National Center for Education Statistics; Applied Econoimcs, 2013.

In July of 2013, Academy del Sol opened a new K-8 school at Star Valley, in the southwestern part of the District. Their other locations only have enrollments of about 40, and initial enrollment at this location appears low, but the new facility is to have a capacity of 474 students, so a significant expansion is planned. In contrast, the Allsport Academy, with 100 students, has received failing grades for the last two years, and a revocation of their charter is possible.

As can be seen on **Map 9** these charter and private schools are located throughout the District, with numerous other facilities located close by, especially with freeway access.



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4.4 Projected Enrollment

District enrollment is expected to continue to decline slowly over the next seven years, as shown on **Table 12**. There should be only slight fluctuations from one year to the next, but a loss of about 3,000 total students is expected by 2020/21. At that point, enrollment is projected to stabilize, increasing by 325 students through 2023/24.

The losses at the high school level are expected to be the most significant with a drop of about 3,700 students, with 86 percent of that decline occurring in the next five years. This is likely the result of smaller 6th to 8th grade cohorts progressing forward, combined with increased competition from charter schools. The middle school grades (5-8) should experience sizeable declines as well, losing about 2,000 students advancing from lower grades over the next 10 years. In contrast, the number of students in K-4 is expected to decrease by 1,400 students over the next five years, but then increase with a net gain of about 80 students over the ten years, as more families with younger children move into the new housing units being added.

| | | Enrollment | by Level | | | K-12 Total | |
|---------|--------|------------|----------|--------|------------|------------|----------|
| Fall | K-4 | 5-8 | K-8 | 9-12 | Enrollment | Change | % Change |
| 2000/01 | 25,330 | 19,593 | 44,923 | 16,801 | 61,724 | | 12.5% |
| 2001/02 | 24,835 | 20,125 | 44,960 | 16,867 | 61,827 | 103 | 0.2% |
| 2002/03 | 24,292 | 19,985 | 44,277 | 16,859 | 61,136 | -691 | -1.1% |
| 2003/04 | 24,019 | 19,514 | 43,533 | 17,016 | 60,549 | -587 | -1.0% |
| 2004/05 | 24,064 | 19,255 | 43,319 | 16,924 | 60,243 | -306 | -0.5% |
| 2005/06 | 23,817 | 18,560 | 42,377 | 17,234 | 59,611 | -632 | -1.0% |
| 2006/07 | 23,983 | 17,965 | 41,948 | 17,232 | 59,180 | -431 | -0.7% |
| 2007/08 | 23,570 | 17,485 | 41,055 | 17,145 | 58,200 | -980 | -1.7% |
| 2008/09 | 22,894 | 16,636 | 39,530 | 16,854 | 56,384 | -1,816 | -3.1% |
| 2009/10 | 22,139 | 16,178 | 38,317 | 16,562 | 54,879 | -1,505 | -2.7% |
| 2010/11 | 21,067 | 15,702 | 36,769 | 16,088 | 52,857 | -2,022 | -3.7% |
| 2011/12 | 20,673 | 15,310 | 35,983 | 15,290 | 51,273 | -1,584 | -3.0% |
| 2012/13 | 20,473 | 14,986 | 35,459 | 14,823 | 50,282 | -991 | -1.9% |
| 2013/14 | 19,903 | 14,533 | 34,436 | 14,539 | 48,975 | -1,307 | -2.6% |
| 2014/15 | 19,770 | 14,202 | 33,972 | 14,150 | 48,122 | -853 | -1.7% |
| 2015/16 | 19,631 | 13,967 | 33,598 | 13,921 | 47,519 | -603 | -1.3% |
| 2016/17 | 19,545 | 13,688 | 33,233 | 13,750 | 46,983 | -536 | -1.1% |
| 2017/18 | 19,365 | 13,678 | 33,043 | 13,532 | 46,575 | -408 | -0.9% |
| 2018/19 | 19,290 | 13,670 | 32,960 | 13,270 | 46,230 | -345 | -0.7% |
| 2019/20 | 19,296 | 13,642 | 32,938 | 13,091 | 46,029 | -201 | -0.4% |
| 2020/21 | 19,401 | 13,664 | 33,065 | 12,875 | 45,940 | -89 | -0.2% |
| 2021/22 | 19,562 | 13,521 | 33,083 | 12,888 | 45,971 | 31 | 0.1% |
| 2022/23 | 19,777 | 13,438 | 33,215 | 12,898 | 46,113 | 142 | 0.3% |
| 2023/24 | 19,980 | 13,411 | 33,391 | 12,874 | 46,265 | 152 | 0.3% |

| TABLE 12 |
|--------------------------------------|
| ENROLLMENT BY LEVEL: 2000/01-2023/24 |

Source: Applied Economics, November 2013. Bolding indicates actuals.



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The distribution by individual grade is shown in **Table 13**. This table further illustrates the upper grades experiencing more pronounced declines throughout the projection period. The largest expected losses over the next ten years are in 12th grade with 670 fewer students per grade over the next 10 years, followed by grades 8 through 11 with 330 to 350 less students in each grade. Grades K through 4 are expected to remain fairly stable in terms of class sizes, with modest increases in Kindergarten and 2nd grade. As illustrated by the accompanying chart, overall enrollment is expected to decline modestly over the next 10 years, with vacillation between individual grades and years.

| Voar | ĸ | 1 | 2 | 3 | 1 | 5 | 6 | 7 | ß | 0 | 10 | 11 | 12 | K-12 Total | Percent |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---------------|---------|
| Teal | K | 1 | 2 | J | 4 | J | U | I | U | 7 | 10 | 11 | 12 | Total | Change |
| 2000/01 | 4,652 | 5,063 | 5,026 | 5,241 | 5,348 | 5,071 | 4,934 | 5,004 | 4,584 | 4,984 | 4,686 | 3,739 | 3,392 | 61,724 | -1.1% |
| 2001/02 | 4,709 | 4,825 | 5,038 | 5,028 | 5,235 | 5,394 | 4,942 | 4,916 | 4,873 | 4,821 | 4,587 | 4,098 | 3,361 | 61,827 | 0.2% |
| 2002/03 | 4,732 | 4,845 | 4,769 | 4,988 | 4,958 | 5,204 | 5,071 | 4,922 | 4,788 | 4,992 | 4,421 | 3,955 | 3,491 | 61,136 | -1.1% |
| 2003/04 | 4,775 | 4,894 | 4,742 | 4,666 | 4,942 | 4,907 | 4,907 | 5,024 | 4,676 | 4,879 | 4,672 | 3,958 | 3,507 | 60,549 | -1.0% |
| 2004/05 | 4,976 | 4,819 | 4,840 | 4,763 | 4,666 | 4,871 | 4,593 | 4,924 | 4,867 | 4,827 | 4,514 | 4,048 | 3,535 | 60,243 | -0.5% |
| 2005/06 | 4,846 | 4,999 | 4,627 | 4,710 | 4,635 | 4,628 | 4,599 | 4,559 | 4,774 | 4,943 | 4,577 | 4,050 | 3,664 | 59,611 | -1.0% |
| 2006/07 | 4,770 | 4,949 | 4,967 | 4,598 | 4,699 | 4,602 | 4,329 | 4,577 | 4,457 | 5,053 | 4,582 | 3,870 | 3,727 | 59,180 | -0.7% |
| 2007/08 | 4,625 | 4,795 | 4,817 | 4,798 | 4,535 | 4,515 | 4,205 | 4,239 | 4,526 | 5,046 | 4,560 | 4,036 | 3,503 | 58,200 | -1.7% |
| 2008/09 | 4,438 | 4,560 | 4,620 | 4,660 | 4,616 | 4,411 | 4,114 | 4,055 | 4,056 | 5,092 | 4,266 | 4,020 | 3,476 | 56,384 | -3.1% |
| 2009/10 | 4,368 | 4,449 | 4,471 | 4,406 | 4,445 | 4,367 | 3,914 | 3,977 | 3,920 | 4,725 | 4,286 | 3,877 | 3,674 | 54,879 | -2.7% |
| 2010/11 | 4,149 | 4,226 | 4,216 | 4,240 | 4,236 | 4,201 | 3,853 | 3,808 | 3,840 | 4,375 | 4,121 | 3,865 | 3,727 | 52,857 | -3.7% |
| 2011/12 | 4,175 | 4,188 | 4,113 | 4,103 | 4,094 | 4,094 | 3,766 | 3,742 | 3,708 | 4,037 | 3,936 | 3,652 | 3,665 | 51,273 | -3.0% |
| 2012/13 | 4,239 | 4,133 | 4,047 | 4,023 | 4,031 | 3,931 | 3,707 | 3,662 | 3,686 | 3,963 | 3,820 | 3,635 | 3,405 | 50,282 | -1.9% |
| 2013/14 | 4,058 | 4,140 | 3,916 | 3,924 | 3,865 | 3,810 | 3,579 | 3,544 | 3,600 | 4,002 | 3,673 | 3,403 | 3,461 | 48,975 | -2.6% |
| 2014/15 | 4,000 | 4,067 | 4,040 | 3,827 | 3,836 | 3,731 | 3,460 | 3,510 | 3,501 | 4,003 | 3,614 | 3,325 | 3,208 | 48,122 | -1.7% |
| 2015/16 | 3,947 | 4,013 | 3,973 | 3,953 | 3,745 | 3,707 | 3,392 | 3,397 | 3,471 | 3,897 | 3,617 | 3,272 | 3,135 | 47,519 | -1.3% |
| 2016/17 | 3,898 | 3,963 | 3,923 | 3,890 | 3,871 | 3,621 | 3,373 | 3,333 | 3,361 | 3,867 | 3,523 | 3,275 | 3,085 | 46,983 | -1.1% |
| 2017/18 | 3,895 | 3,922 | 3,882 | 3,849 | 3,817 | 3,751 | 3,301 | 3,321 | 3,305 | 3,752 | 3,499 | 3,192 | 3,089 | 46,575 | -0.9% |
| 2018/19 | 3,934 | 3,921 | 3,844 | 3,811 | 3,780 | 3,701 | 3,422 | 3,252 | 3,295 | 3,692 | 3,396 | 3,171 | 3,011 | 46,230 | -0.7% |
| 2019/20 | 3,974 | 3,961 | 3,844 | 3,774 | 3,743 | 3,666 | 3,377 | 3,372 | 3,227 | 3,681 | 3,342 | 3,077 | 2,991 | 46,029 | -0.4% |
| 2020/21 | 4,018 | 4,006 | 3,887 | 3,779 | 3,711 | 3,634 | 3,349 | 3,331 | 3,350 | 3,609 | 3,334 | 3,029 | 2,903 | 45,940 | -0.2% |
| 2021/22 | 4,059 | 4,046 | 3,928 | 3,817 | 3,712 | 3,599 | 3,316 | 3,300 | 3,306 | 3,743 | 3,267 | 3,021 | 2,857 | 45,971 | 0.1% |
| 2022/23 | 4,104 | 4,091 | 3,970 | 3,860 | 3,752 | 3,603 | 3,287 | 3,270 | 3,278 | 3,697 | 3,390 | 2,961 | 2,850 | 46,113 | 0.3% |
| 2023/24 | 4,146 | 4,133 | 4,011 | 3,899 | 3,791 | 3,639 | 3,288 | 3,239 | 3,245 | 3,662 | 3,347 | 3,072 | 2,793 | 46,265 | 0.3% |

TABLE 13 PROJECTED ENROLLMENT BY GRADE: 2000/01-2023/24

Source: Applied Economics, November 2013.

5.0 SUB-DISTRICT PROJECTIONS

The purpose of this section is to provide sub-district enrollment projections based on residency of the Tucson Unified School District student population, which has been derived from grid-level projections and attendance at each school. Accordingly, the section begins with enrollment projections by attendance area. This data forms the basis for the district level enrollment projections and provides baseline information for comparing enrollment by school with enrollment by attendance area. Matrices showing the relationship between where students live and where they attend are provided for elementary, middle school and high school grade levels.

The sub-district analysis also includes detail on the demographic characteristics used to drive the projection of future school age population by attendance area. Trends in these characteristics are used along with historic student information to predict enrollment by residence attendance area and hence enrollment by school.

5.1 Demographic Characteristics

A series of maps were created that geographically illustrate selected 2010 Census data, specifically population per household, school-age population per household, capture rates and householder ages. These thematic maps help to visualize the population and household characteristics by location and in context to other geographic identities. The data underlying these maps has been utilized to model trends in student generation rates for existing and new housing.



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One of the most important aspects of understanding enrollment in the District is population density. As shown in Map 10, population density varies from under 500 persons per square mile in much of the western part of the District, where there is little or no development, to higher densities surrounding the University of Arizona campus, east to Houghton Road, and areas of lower-cost housing along Interstate 19.



MAP 10



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While total population is driven primarily by housing density, there are some important differences between housing density and population per household. As shown in **Map 11**, many of the areas with the highest population per household are also areas of generally low housing density. This phenomenon is most apparent in the southwestern portion of the District, where most of the grids south of Ajo Road, Starr Pass Blvd, and Aviation Hwy have a household population exceeding 3 persons, while the population per square mile is generally less than 2,000 and in many areas less than 500. One exception to this trend is an area along the western side of Interstate 19, which is comprised of higher-density, lower-cost developments of modular homes, RV parks, multifamily complexes, and many single family homes that sit on less than 1/8th of an acre.

Conversely, the area south of River Road and north of 22^{nd} Street between Campbell Avenue and Pantano Road is some of the most densely populated land in the District, but it has some of the lowest population per household. This can be explained by the maturity of the area and the impact of aging-in-place in more established neighborhoods. Some of the more recently developed neighborhoods—such as those in the



MAP 11 POPULATION PER HOUSEHOLD



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southeastern portion of the District near major employers such as Raytheon—are more balanced, with moderate levels of both housing density and population per household. The area in the immediate vicinity of the University is somewhat unique in that it is both densely populated and has a high population per household, due to its high concentration of rental properties and shared housing.

Maps 12 and 13 show the Kindergarten to 8th grade population per household and the District's capture rate of that population based on comparing the estimated population to actual District enrollment by grid.



MAP 12 POPULATION AGE 5 TO 13 PER HOUSEHOLD



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The spatial pattern of children per household for Kindergarten to 8th grade generally mirrors that of total persons per household, with the major exception of the University of Arizona campus (Grid 135). The lowest capture rates are found in the northern portion of the District, where there is competition with Catalina Foothills USD to the northeast, and Marana USD to the northwest. The data suggests a lesser degree of competition with Amphitheater USD or Flowing Wells USD, as capture rates remain fairly high in areas that border these districts exclusively. The central-east portion of the District has generally high capture rates, but low school-age population per household. The central-west and southwestern parts of the District fare better in both student population and capture rates.



MAP 13 POPULATION AGE 5 TO 13 CAPTURE RATE



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Maps 14 and 15 provide the same population and capture rate data for the 9th to 12th grade populations. High school student population per household is highest in the southern part of the District and also in areas to the north along Interstate 10. Areas of lower high school age population per household tend to mirror areas of lower overall population per household, though to a lesser extent than the elementary age population. While the spatial pattern of the younger cohort is nearly identical to the overall population per household in the southwest and easternmost sections of the District, the older student cohort is noticeably less concentrated in the southwest and the east.







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The capture rate for high school age students is strongest in the central and eastern portions of the District, which is to be expected as 9 of the 11 high schools are located north and east of Interstate 10. While it is certainly not the only factor, geographic location appears to have a strong correlation with capture rates. This is especially evident in the northeast near Sabino High School and the southeast near Santa Rita High School. In each case, the grids closest to the school have a capture rate over 80 percent, despite being located on a District boundary where "leakage" into adjacent districts typically occurs. Capture rates are particularly weak near the northern border of the District where students have options not only in other districts, but also in private and charter schools. Students in the southwest have limited alternative options, keeping capture rates at a moderate level.



MAP 15 POPULATION AGE 14 TO 17 PER HOUSEHOLD CAPTURE RATE



The share of householders in each planning grid that are in the key parent age groups (35 to 44 and 45 to 54) are shown in **Maps 16 and 17**, respectively. The share of householders 35 to 44, which is typically most important to elementary enrollment, is highest in the southwest portion of the District.







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The share of householders aged 45 to 54 is much more widely distributed, with the highest concentrations near the eastern boundary of the District. Property values in this area are generally higher than the rest of the District, which is a limiting factor for younger families who typically occupy entry-level homes. As might be expected, the University area is among the lowest in its share of 45 to 54-year-olds, and the proportion generally increases with distance from the campus. While this group of householders is usually considered the prime age group for high school age children, this does not tend to be true in the Tucson Unified District.







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Many other variables were examined to predict how the numbers of households in the parent age categories were likely to change over the next ten years. Data for four of the key variables are included in the following maps and may provide valuable information for general planning. **Map 18** shows the share of all households that do not have children under the age of 18. Overall, about 70 percent of the households in the District do not include children. Higher concentrations of childless households can generally be found in the northern half of the District, as well as in a handful of communities to the east. The southwest corner of the District clearly has the lowest concentration of childless households.







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The share of housing units occupied by renters, shown on **Map 19**, is another factor found to be significant in determining the age distribution of householders. In general, rental households tend to have a younger age profile and, due to much higher mobility rates, tend to attract new householders of similar ages. While it may seem counterintuitive, this actually creates some stability in the composition of the neighborhoods, since there is less aging in place. Rental units are widely available in the District, with high concentrations near the University and east to Pantano Road. However, the rental units in the central part of the District are more likely to be occupied by older residents rather than young families.







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The third map shows the concentration of householders that are above the typical age categories suitable for generating school age children. **Map 20** shows concentrations of households headed by persons over 65. This older population is especially prevalent in the east/northeastern part of the District, as well as the sparsely-populated areas in the northwest. While there is a potential for future turnover of this housing to younger families, the higher cost and low turn-over rates can be limiting factors.







Finally, Map 21 depicts housing vacancy rates throughout the District. Generally, vacancy rates are moderate, with the greatest concentration of vacant units located near the central and south-central portions of the District, and in pocketed areas to the east and southwest.



MAP 21 NON-SEASONAL VACANT UNITS

It is important to note that these are not the only factors that affect generation rates. Factors such as density of residential development, housing type and housing prices were also used in projecting generation rates since these factors tend to influence the attraction of young families to different parts of the District, depending on the relative characteristics of the area and conditions in the metro area housing market.



5.2 Enrollment by Attendance Area

Table 14 displays the projected K-5 enrollment by attendance area for 2014/15 through 2023/24 based on the current student data and the demographic trends. This table is based solely on the attendance area designated for the student's place of residence. This provides a direct link to the demographic analysis, and is used to predict enrollment at each school in Section 5.4. It includes a designation for out-of-district students and excludes schools that do not have specific attendance areas.

The Vesey Elementary attendance area is projected to have the largest growth (80 percent) and will continue to have significantly more students than any of the other attendance areas (1,600 by the end of the projection period). Of the 59 K-5 schools, only 19 are projected to have positive growth. Of those 19, six are projected to grow by more than 10 percent over the next 10 years, while most of the remaining schools will remain fairly stable with less than 5 percent growth. In terms of declining enrollment, most of the declining schools are projected to loose between 4 and 13 percent of their enrollment over the next ten years, with the exception of Roberts Naylor which is projected to decline by 22 percent. Most of the smaller elementary attendance areas, those with less than 200 students, are projected to remain fairly stable with no additional schools dropping into that size range by the end of the projection period. For the elementary grades overall, gains generally cancel out losses with overall enrollment fluctuating very little over the ten year period.

Enrollment by attendance area for the middle schools is shown in **Table 15**. Note that for K-8 schools, enrollment by attendance area in grades 6-8 is reported in the middle school table. At the middle school level, Valencia, Secrist and Pistor are expected to remain the largest attendance areas, although there are significant declines projected in both Pistor and Secrist. Overall, only the Roberts Naylor and Valencia areas are expected to experience growth, with most of the remaining middle schools showing modest losses ranging from 9 to 24 percent. The only middle schools that are expected to remain fairly stable, with less than 5 percent losses, over the next 10 years are Lawrence, Robins, Booth Fickett, Safford and Utterback. Overall, middle school enrollment is projected to decline by about 9 percent over the 10 year period.

Among the high schools shown in **Table 16**, the Pueblo and Cholla attendance areas are currently the largest, with over 2,000 students each, and are projected to remain the largest by 2023/24, posting gains of 200 to 400 students each. The Catalina and Palo Verde attendance areas are expected to remain fairly stable with growth of 60 to 80 students each over the next 10 years. In contrast, the Rincon, Sabino, Santa Rita and Tucson areas are projected to loose between 200 and 400 students each, while the Sahuaro attendance area is projected to loose over 750 students by 2023/24. The losses generally outweigh the gains with overall high school enrollment declining by about 11 percent over the 10 year period.

Maps 22 and 23 show the change in enrollment geographically in the first five year period and the second five year period. Over the next five years, the areas with continued declines are concentrated in the eastern part of the District, while modest growth is projected in the southwest, where new development is occurring, and in pocketed areas in the central part of the District along I-10. In the second five year period, the District has largely stabilized in terms of enrollment changes, with pocketed areas of growth continuing in the southwest area, along I-10 west of Country Club, and along the northern District border east of Campbell.



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| | | Actual | K-5 E | NROLLMEN | IBYAILE | NDANCE A | REA: 2002/ | Drojoct | od | | | | |
|-------------------|-------|--------|-------|----------|---------|----------|------------|---------|------|------|------|------|------|
| - | 2002 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Dealer | 405 | 470 | 4/0 | 45.4 | 454 | 440 | 400 | 400 | 400 | 400 | 401 | 404 | 420 |
| Banks | 435 | 4/9 | 463 | 454 | 456 | 443 | 428 | 429 | 429 | 428 | 431 | 434 | 438 |
| Blenman | /33 | 640 | 581 | 590 | 595 | 587 | 561 | 557 | 547 | 539 | 533 | 531 | 529 |
| Bloom | 636 | 394 | 393 | 383 | 368 | 3/1 | 369 | 367 | 355 | 352 | 349 | 347 | 346 |
| Bonillas | 375 | 329 | 297 | 295 | 279 | 280 | 286 | 286 | 277 | 277 | 276 | 276 | 277 |
| Borman | 618 | 407 | 423 | 467 | 498 | 522 | 538 | 530 | 515 | 514 | 512 | 512 | 513 |
| Borton | 211 | 201 | 186 | 182 | 178 | 179 | 182 | 176 | 178 | 178 | 179 | 181 | 184 |
| Carrillo/Drachman | 223 | 246 | 197 | 195 | 189 | 188 | 180 | 180 | 177 | 175 | 174 | 174 | 174 |
| Cavett | 498 | 372 | 384 | 371 | 372 | 393 | 429 | 485 | 550 | 607 | 635 | 637 | 639 |
| Collier | 466 | 276 | 187 | 178 | 172 | 164 | 168 | 169 | 170 | 173 | 177 | 182 | 188 |
| Cragin | 672 | 459 | 380 | 377 | 371 | 364 | 359 | 348 | 350 | 348 | 350 | 352 | 352 |
| Davidson | 438 | 327 | 343 | 352 | 360 | 364 | 358 | 345 | 343 | 338 | 336 | 336 | 337 |
| Davis | 134 | 149 | 104 | 103 | 98 | 105 | 107 | 111 | 109 | 111 | 113 | 116 | 118 |
| Dietz | 549 | 451 | 477 | 466 | 443 | 426 | 417 | 417 | 412 | 412 | 412 | 412 | 412 |
| Dunham | 457 | 361 | 325 | 326 | 315 | 308 | 306 | 314 | 323 | 321 | 325 | 332 | 333 |
| Erickson | 1,233 | 926 | 827 | 821 | 814 | 793 | 777 | 772 | 760 | 747 | 738 | 732 | 728 |
| Ford | 874 | 596 | 565 | 555 | 568 | 571 | 557 | 553 | 546 | 542 | 540 | 541 | 542 |
| Fruchthendler | 609 | 392 | 303 | 291 | 290 | 298 | 294 | 289 | 289 | 292 | 293 | 292 | 292 |
| Gale | 350 | 314 | 273 | 258 | 260 | 245 | 238 | 245 | 254 | 264 | 273 | 280 | 284 |
| Grijalva | 872 | 743 | 769 | 731 | 721 | 709 | 704 | 703 | 683 | 676 | 671 | 669 | 667 |
| Hollinger | 595 | 441 | 380 | 371 | 363 | 349 | 346 | 344 | 337 | 334 | 332 | 331 | 331 |
| Henry | 768 | 500 | 454 | 459 | 449 | 442 | 432 | 412 | 419 | 413 | 416 | 423 | 429 |
| Holladay | 296 | 251 | 245 | 238 | 248 | 254 | 268 | 263 | 269 | 270 | 272 | 275 | 279 |
| Howell | 433 | 362 | 332 | 333 | 326 | 329 | 331 | 333 | 321 | 319 | 318 | 317 | 316 |
| Hudlow | 394 | 314 | 325 | 325 | 318 | 308 | 311 | 321 | 315 | 315 | 318 | 321 | 323 |
| Huahes | 283 | 271 | 247 | 253 | 251 | 245 | 242 | 236 | 234 | 232 | 231 | 230 | 231 |
| Johnson/Lawrence | 767 | 611 | 667 | 664 | 651 | 642 | 633 | 625 | 615 | 613 | 621 | 634 | 644 |
| Kellond | 600 | 445 | 456 | 453 | 453 | 444 | 452 | 453 | 445 | 444 | 446 | 449 | 453 |
| Lineweaver | 200 | 139 | 164 | 168 | 171 | 164 | 165 | 168 | 168 | 170 | 172 | 175 | 179 |
| Lynn/Urquides | 448 | 545 | 560 | 563 | 554 | 546 | 538 | 523 | 528 | 526 | 527 | 531 | 534 |
| Maldonado | 582 | 620 | 575 | 541 | 535 | 520 | 519 | 513 | 522 | 522 | 523 | 526 | 531 |
| Manzo | 278 | 256 | 248 | 270 | 274 | 276 | 279 | 290 | 278 | 279 | 281 | 283 | 284 |
| Marshall | 516 | 351 | 353 | 325 | 315 | 314 | 317 | 313 | 308 | 305 | 306 | 309 | 310 |
| Miller | 565 | 732 | 642 | 636 | 627 | 622 | 610 | 617 | 603 | 606 | 614 | 624 | 630 |

TABLE 14 C-5 ENROLLMENT BY ATTENDANCE AREA: 2002/03-2023/24

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| | | Actual | N-0 | | | | AREA. 2002 | Proiec | • ted | | | | |
|------------------|--------|--------|--------|--------|--------|--------|------------|--------|----------|--------|--------|--------|--------|
| | 2002 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Mission View | 286 | 274 | 241 | 236 | 234 | 238 | 238 | 237 | 231 | 230 | 229 | 229 | 229 |
| Myers/Ganoung | 467 | 443 | 394 | 384 | 378 | 382 | 380 | 375 | 368 | 366 | 364 | 364 | 365 |
| Ochoa | 251 | 204 | 186 | 186 | 184 | 187 | 183 | 183 | 183 | 184 | 185 | 187 | 189 |
| Oyama | 646 | 600 | 510 | 492 | 478 | 475 | 476 | 473 | 464 | 462 | 462 | 464 | 466 |
| Pueblo Gardens | 301 | 268 | 272 | 263 | 263 | 256 | 260 | 253 | 256 | 256 | 256 | 258 | 261 |
| Robins | 478 | 433 | 435 | 413 | 396 | 395 | 391 | 390 | 393 | 407 | 422 | 436 | 446 |
| Robison | 589 | 409 | 391 | 382 | 371 | 378 | 372 | 357 | 357 | 354 | 351 | 351 | 352 |
| Rose | 492 | 443 | 442 | 438 | 441 | 423 | 427 | 412 | 409 | 404 | 401 | 400 | 400 |
| Sewell | 360 | 301 | 260 | 252 | 255 | 245 | 248 | 234 | 235 | 232 | 231 | 231 | 231 |
| Soleng Tom | 406 | 323 | 280 | 263 | 249 | 248 | 249 | 244 | 246 | 249 | 255 | 259 | 263 |
| Steele | 352 | 352 | 318 | 326 | 337 | 332 | 334 | 329 | 325 | 324 | 323 | 323 | 324 |
| Tolson | 457 | 534 | 487 | 473 | 455 | 436 | 418 | 414 | 415 | 416 | 413 | 419 | 432 |
| Tully | 340 | 282 | 253 | 255 | 263 | 263 | 262 | 265 | 259 | 261 | 260 | 261 | 264 |
| Van Buskirk | 500 | 362 | 315 | 319 | 327 | 324 | 326 | 314 | 310 | 306 | 304 | 302 | 301 |
| Vesey | 573 | 1,021 | 911 | 958 | 999 | 1,048 | 1,106 | 1,171 | 1,257 | 1,345 | 1,414 | 1,516 | 1,635 |
| Warren | 370 | 305 | 260 | 253 | 261 | 265 | 269 | 260 | 258 | 260 | 268 | 276 | 277 |
| Wheeler | 1,068 | 656 | 620 | 630 | 645 | 646 | 652 | 633 | 629 | 626 | 624 | 626 | 629 |
| White | 458 | 526 | 477 | 471 | 468 | 459 | 454 | 460 | 448 | 444 | 441 | 441 | 440 |
| Whitmore | 582 | 443 | 394 | 379 | 376 | 373 | 370 | 364 | 374 | 375 | 382 | 390 | 396 |
| Wright | 677 | 561 | 522 | 518 | 514 | 497 | 493 | 485 | 473 | 466 | 461 | 458 | 455 |
| Booth Fickett | 255 | 190 | 170 | 175 | 164 | 159 | 159 | 160 | 158 | 159 | 161 | 162 | 163 |
| Morgan Maxwell | 819 | 728 | 663 | 655 | 639 | 634 | 633 | 625 | 623 | 626 | 629 | 634 | 643 |
| McCorkle | 241 | 299 | 371 | 369 | 366 | 366 | 374 | 373 | 368 | 367 | 367 | 369 | 372 |
| Roberts Naylor | 563 | 414 | 381 | 367 | 349 | 336 | 324 | 308 | 310 | 304 | 301 | 299 | 298 |
| Safford | 204 | 171 | 142 | 156 | 150 | 148 | 152 | 146 | 145 | 144 | 143 | 143 | 144 |
| Roskruge | 195 | 136 | 128 | 134 | 131 | 126 | 119 | 123 | 117 | 114 | 112 | 111 | 110 |
| Outside District | 282 | 690 | 765 | 760 | 761 | 762 | 746 | 718 | 720 | 712 | 707 | 707 | 708 |
| TOTAL* | 29,320 | 25,268 | 23,713 | 23,501 | 23,338 | 23,166 | 23,116 | 22,991 | 22,962 | 23,035 | 23,161 | 23,380 | 23,619 |

TABLE 14 (Continued) K-5 ENROLLMENT BY ATTENDANCE AREA: 2002/03-2023/24

Sources: Tucson Unified School District; Applied Economics, 2013.

*K-5 and K-8 Elementary Attendance Areas



| | | | 0- | | | TENDANCE | ANLA. 200 | JZIUJ-ZUZJI | 24 | | | | |
|-----------------|--------|--------|--------|--------|--------|----------|-----------|-------------|-------|--------|-------|-------------|-------|
| _ | | Actual | | | | | | Project | ted | | | | |
| Attendance Area | 2002 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| Lawrence | 410 | 293 | 281 | 271 | 281 | 275 | 275 | 267 | 267 | 266 | 269 | 268 | 268 |
| Pueblo Gardens | 113 | 106 | 127 | 130 | 116 | 123 | 112 | 120 | 111 | 115 | 107 | 110 | 108 |
| Robins | 199 | 186 | 187 | 196 | 199 | 192 | 179 | 170 | 175 | 179 | 184 | 187 | 187 |
| Rose | 211 | 140 | 197 | 201 | 178 | 186 | 174 | 188 | 174 | 181 | 170 | 169 | 166 |
| Doolen | 1,325 | 976 | 890 | 907 | 868 | 856 | 867 | 892 | 876 | 859 | 836 | 828 | 813 |
| Booth Fickett | 843 | 511 | 471 | 448 | 432 | 450 | 433 | 449 | 451 | 476 | 467 | 457 | 456 |
| Gridley | 896 | 636 | 544 | 511 | 463 | 447 | 434 | 452 | 442 | 444 | 436 | 435 | 429 |
| Magee | 1,353 | 732 | 610 | 581 | 622 | 584 | 556 | 521 | 513 | 512 | 504 | 503 | 498 |
| Mansfeld | 1,163 | 960 | 904 | 849 | 846 | 805 | 833 | 808 | 810 | 792 | 795 | 774 | 768 |
| Morgan Maxwell | 381 | 301 | 298 | 303 | 302 | 288 | 281 | 272 | 271 | 275 | 271 | 268 | 267 |
| McCorkle | 128 | 120 | 186 | 181 | 174 | 161 | 155 | 155 | 156 | 161 | 159 | 155 | 154 |
| Roberts Naylor | 999 | 593 | 544 | 558 | 572 | 582 | 597 | 630 | 656 | 662 | 641 | 625 | 617 |
| Pistor | 1,195 | 1,112 | 1,017 | 963 | 921 | 911 | 869 | 840 | 855 | 854 | 875 | 845 | 835 |
| Safford | 449 | 344 | 326 | 304 | 335 | 322 | 327 | 312 | 324 | 324 | 322 | 318 | 318 |
| Secrist | 1,909 | 1,455 | 1,282 | 1,210 | 1,142 | 1,069 | 1,053 | 1,041 | 1,039 | 1,020 | 1,013 | 99 5 | 980 |
| Utterback | 1,078 | 872 | 788 | 755 | 717 | 704 | 698 | 744 | 763 | 789 | 775 | 767 | 759 |
| Vail | 649 | 480 | 408 | 408 | 402 | 409 | 393 | 368 | 367 | 378 | 380 | 366 | 363 |
| Valencia | 1,291 | 1,448 | 1,400 | 1,418 | 1,401 | 1,400 | 1,386 | 1,414 | 1,404 | 1,426 | 1,422 | 1,464 | 1,492 |
| Out of District | 100 | 236 | 263 | 278 | 287 | 304 | 306 | 327 | 323 | 316 | 296 | 300 | 294 |
| TOTAL | 14,692 | 11,501 | 10,723 | 10,471 | 10,260 | 10,067 | 9,927 | 9,969 | 9,976 | 10,030 | 9,922 | 9,835 | 9,772 |

TABLE 156-8 ENROLLMENT BY ATTENDANCE AREA: 2002/03-2023/24

Sources: Tucson Unified School District; Applied Economics, 2013.



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| | | HIGH 30 | HOOL ENRO | | | | A: 2002/03 | -2023/24 | | | | |
|--------|--|--|--|--|--|---|--|---|---|--|---|--|
| | Actual | | | | | | Projec | ted | | | | |
| 2002 | 2010 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| 1,611 | 1,554 | 1,394 | 1,372 | 1,405 | 1,422 | 1,433 | 1,433 | 1,424 | 1,444 | 1,468 | 1,462 | 1,457 |
| 2,099 | 2,458 | 2,363 | 2,443 | 2,526 | 2,660 | 2,750 | 2,755 | 2,761 | 2,755 | 2,738 | 2,744 | 2,784 |
| 1,710 | 1,447 | 1,258 | 1,250 | 1,277 | 1,272 | 1,239 | 1,242 | 1,240 | 1,249 | 1,306 | 1,344 | 1,342 |
| 2,213 | 2,298 | 2,011 | 2,234 | 2,366 | 2,442 | 2,497 | 2,385 | 2,336 | 2,244 | 2,222 | 2,227 | 2,190 |
| 1,419 | 1,388 | 1,290 | 1,229 | 1,212 | 1,175 | 1,167 | 1,174 | 1,142 | 1,095 | 1,088 | 1,061 | 1,044 |
| 1,298 | 939 | 720 | 607 | 494 | 434 | 398 | 399 | 414 | 407 | 392 | 382 | 377 |
| 1,871 | 1,532 | 1,546 | 1,374 | 1,225 | 1,109 | 948 | 882 | 841 | 800 | 802 | 794 | 788 |
| 1,576 | 1,489 | 1,301 | 1,208 | 1,153 | 1,120 | 1,070 | 991 | 946 | 896 | 869 | 876 | 874 |
| 2,306 | 2,039 | 1,814 | 1,774 | 1,720 | 1,708 | 1,678 | 1,651 | 1,628 | 1,600 | 1,603 | 1,616 | 1,622 |
| 893 | 944 | 842 | 659 | 543 | 408 | 351 | 357 | 360 | 386 | 401 | 392 | 395 |
| 16,996 | 16,088 | 14,539 | 14,150 | 13,921 | 13,750 | 13,532 | 13,270 | 13,091 | 12,875 | 12,888 | 12,898 | 12,874 |
| | 2002 1,611 2,099 1,710 2,213 1,419 1,298 1,871 1,576 2,306 893 16,996 | Actual 2002 2010 1,611 1,554 2,099 2,458 1,710 1,447 2,213 2,298 1,419 1,388 1,298 939 1,871 1,532 1,576 1,489 2,306 2,039 893 944 16,996 16,088 | Actual 2002 2010 2013 1,611 1,554 1,394 2,099 2,458 2,363 1,710 1,447 1,258 2,213 2,298 2,011 1,419 1,388 1,290 1,298 939 720 1,871 1,532 1,546 1,576 1,489 1,301 2,306 2,039 1,814 893 944 842 16,996 16,088 14,539 | Actual 2002 2010 2013 2014 1,611 1,554 1,394 1,372 2,099 2,458 2,363 2,443 1,710 1,447 1,258 1,250 2,213 2,298 2,011 2,234 1,419 1,388 1,290 1,229 1,298 939 720 607 1,871 1,532 1,546 1,374 1,576 1,489 1,301 1,208 2,306 2,039 1,814 1,774 893 944 842 659 16,996 16,088 14,539 14,150 | Actual 2002 2010 2013 2014 2015 1,611 1,554 1,394 1,372 1,405 2,099 2,458 2,363 2,443 2,526 1,710 1,447 1,258 1,250 1,277 2,213 2,298 2,011 2,234 2,366 1,419 1,388 1,290 1,229 1,212 1,298 939 720 607 494 1,871 1,532 1,546 1,374 1,225 1,576 1,489 1,301 1,208 1,153 2,306 2,039 1,814 1,774 1,720 893 944 842 659 543 16,996 16,088 14,539 14,150 13,921 | Actual 2002 2010 2013 2014 2015 2016 1,6111,5541,3941,3721,4051,4222,0992,4582,3632,4432,5262,6601,7101,4471,2581,2501,2771,2722,2132,2982,0112,2342,3662,4421,4191,3881,2901,2291,2121,1751,2989397206074944341,8711,5321,5461,3741,2251,1091,5761,4891,3011,2081,1531,1202,3062,0391,8141,7741,7201,70889394484265954340816,99616,08814,53914,15013,92113,750 | Actual 2002 2010 2013 2014 2015 2016 2017 1,611 1,554 1,394 1,372 1,405 1,422 1,433 2,099 2,458 2,363 2,443 2,526 2,660 2,750 1,710 1,447 1,258 1,250 1,277 1,272 1,239 2,213 2,298 2,011 2,234 2,366 2,442 2,497 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,298 939 720 607 494 434 398 1,871 1,532 1,546 1,374 1,225 1,109 948 1,576 1,489 1,301 1,208 1,153 1,120 1,070 2,306 2,039 1,814 1,774 1,720 1,708 1,678 893 944 842 659 543 408 351 16,996 16,088 14,539 | Actual Projec 2002 2010 2013 2014 2015 2016 2017 2018 1,611 1,554 1,394 1,372 1,405 1,422 1,433 1,433 2,099 2,458 2,363 2,443 2,526 2,660 2,750 2,755 1,710 1,447 1,258 1,250 1,277 1,272 1,239 1,242 2,213 2,298 2,011 2,234 2,366 2,442 2,497 2,385 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,174 1,298 939 720 607 494 434 398 399 1,871 1,532 1,546 1,374 1,225 1,109 948 882 1,576 1,489 1,301 1,208 1,153 1,120 1,070 991 2,306 2,039 1,814 1,774 1,720 1,708 1,678 | Actual Projected 2002 2010 2013 2014 2015 2016 2017 2018 2019 1,611 1,554 1,394 1,372 1,405 1,422 1,433 1,433 1,424 2,099 2,458 2,363 2,443 2,526 2,660 2,750 2,755 2,761 1,710 1,447 1,258 1,250 1,277 1,272 1,239 1,242 1,240 2,213 2,298 2,011 2,234 2,366 2,442 2,497 2,385 2,336 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,174 1,142 1,298 939 720 607 494 434 398 399 414 1,871 1,532 1,546 1,374 1,225 1,109 948 882 841 1,576 1,489 1,301 1,208 1,153 1,120 1,070 991 | Actual Projected 2002 2010 2013 2014 2015 2016 2017 2018 2019 2020 1,611 1,554 1,394 1,372 1,405 1,422 1,433 1,433 1,424 1,444 2,099 2,458 2,363 2,443 2,526 2,660 2,750 2,755 2,761 2,755 1,710 1,447 1,258 1,250 1,277 1,272 1,239 1,242 1,240 1,249 2,213 2,298 2,011 2,234 2,366 2,442 2,497 2,385 2,336 2,244 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,174 1,142 1,095 1,298 939 720 607 494 434 398 399 414 407 1,871 1,532 1,546 1,374 1,225 1,109 948 882 841 800 < | Actual Projected 2002 2010 2013 2014 2015 2016 2017 2018 2019 2020 2021 1,611 1,554 1,394 1,372 1,405 1,422 1,433 1,433 1,424 1,444 1,468 2,099 2,458 2,363 2,443 2,526 2,660 2,750 2,755 2,761 2,755 2,738 1,710 1,447 1,258 1,250 1,277 1,272 1,239 1,242 1,240 1,249 1,306 2,213 2,298 2,011 2,234 2,366 2,442 2,497 2,385 2,336 2,244 2,222 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,174 1,405 1,088 1,298 939 720 607 494 434 398 399 414 407 392 1,871 1,532 1,546 1,374 1,225 | Actual Projected 2002 2010 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 1,611 1,554 1,394 1,372 1,405 1,422 1,433 1,433 1,424 1,444 1,468 1,462 2,099 2,458 2,363 2,443 2,526 2,660 2,750 2,755 2,761 2,755 2,738 2,744 1,710 1,447 1,258 1,250 1,277 1,272 1,239 1,242 1,240 1,249 1,306 1,344 2,213 2,298 2,011 2,234 2,366 2,442 2,497 2,385 2,336 2,244 2,222 2,227 1,419 1,388 1,290 1,229 1,212 1,175 1,167 1,174 1,407 392 382 1,871 1,532 1,546 1,374 1,225 1,109 948 882 841 800 |

TABLE 16HIGH SCHOOL ENROLLMENT BY ATTENDANCE AREA: 2002/03-2023/24

Sources: Tucson Unified School District; Applied Economics, 2013.





MAP 22 ENROLLMENT CHANGE: 2013/14 TO 2018/19



MAP 23 ENROLLMENT CHANGE: 2018/19 TO 2023/24

5.3 School Attendance and Residence

In order to convert the projections of enrollment by attendance area (place of residence) into enrollment by school, it is necessary to quantify the relationship between the place of residence and school of attendance. This is accomplished by analyzing the relationship between the two factors based on current student information. **Table 17**, **Table 18**, and **Table 19** display the distributions of enrollment by school, versus enrollment by attendance area, for elementary, middle and high schools. These patterns at the school level provide an informative view of the flow of students between schools and from outside the District. It also provides insight into the success of each school in retaining students within their own attendance area and attracting students from outside their attendance area.

In the tables below, the green shaded numbers reflect students whose residence area and school of attendance are the same. The columns at the right break out the number of students from outside the District, total school enrollment, the number who reside within the District, and the difference between the number of students attending a school and residing within its attendance area. For example: at Banks Elementary, there are 305 students enrolled who also live within the Banks attendance area. There are 24 students at Banks who reside in the Vesey attendance area, 3 from Lynn/Urquides, etc. There are 19 students who attend Banks from outside the District, resulting in total enrollment of 353 students. The Banks attendance area contains a population of 463 students, although 6 attend Borton, 10 are at Carrillo/Drachman, and so forth. Banks has a net loss of 110 students, since the enrollment is 353, while there are 463 students residing in that attendance area.

Only about 61 percent of the elementary school students are attending their designated school, while about 58 percent of the 6th through 8th grade students attend their designated middle school, and 57 percent of high school students attend the high school in their attendance area. In many cases, enrollment outside of designated attendance areas is higher at the elementary level where schools are closer together, but this does not appear to be true for the Tucson Unified District.

The net difference between each school's enrollment and the number of students that reside within the attendance area provides an estimate of in- and out-migration impacts on enrollment. Among elementary schools, Lineweaver and Booth Fickett have the largest net gain in enrollment from outside their attendance areas with 392 and 309 additional K though 6th students, respectively, including 20 to 30 students at each school from outside the District. The elementary schools with the greatest net losses in enrollment include Erickson, Vesey and Morgan Maxwell, each with 270 to 300 students attending other District schools.

Among schools with 6^{th} to 8^{th} grades, Roskruge, Booth Fickett and Safford have the highest enrollment net gains, with 280 or more students from other District schools, while Valencia and Secrist have the highest net losses, with out-migration of 430 to 650 students each.

Among the high schools, Tucson has the most significant net enrollment gains, bringing in over 1,400 students from outside the attendance area, including 150 students from outside the District. Sabino and Sahuaro have net enrollment gains of between 290 to 340 students each. Sabino attracts the largest amount of out-of-district high school enrollment with over 200 students. In contrast Cholla and Pueblo have significant out-migration of 500 to 680 students each, despite having higher enrollment overall.



| Sixed Sixed <th< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>Attend</th><th>lance I</th><th>Area</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></th<> | | | | | | | | | | | | | | | | | | | | Attend | lance I | Area | | | | | | | | | | | | | | | | |
|---|-------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|---------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Binds Sinte Sinte <th< th=""><th>School / Code</th><th></th><th>120</th><th>125</th><th>128</th><th>131</th><th>140</th><th>143</th><th>161</th><th>167</th><th>170</th><th>179</th><th>185</th><th>191</th><th>197</th><th>211</th><th>215</th><th>218</th><th>225</th><th>228</th><th>231</th><th>233</th><th>238</th><th>239</th><th>245</th><th>251</th><th>257</th><th>266</th><th>275</th><th>277</th><th>281</th><th>287</th><th>290</th><th>293</th><th>295</th><th>308</th><th>311</th><th>317</th></th<> | School / Code | | 120 | 125 | 128 | 131 | 140 | 143 | 161 | 167 | 170 | 179 | 185 | 191 | 197 | 211 | 215 | 218 | 225 | 228 | 231 | 233 | 238 | 239 | 245 | 251 | 257 | 266 | 275 | 277 | 281 | 287 | 290 | 293 | 295 | 308 | 311 | 317 |
| Bit Bit <td>Banks</td> <td>120</td> <td>305</td> <td>_</td> <td></td> <td>1</td> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> | Banks | 120 | 305 | _ | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | 3 | | | | | | |
| below 13 1 <td>Blenman</td> <td>125</td> <td></td> <td>345</td> <td>_</td> <td></td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> <td>14</td> <td>6</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>1</td> <td>1</td> <td></td> <td></td> <td>8</td> <td>2</td> <td></td> <td></td> <td>4</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> | Blenman | 125 | | 345 | _ | | | 2 | | 2 | | 14 | 6 | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | | | 8 | 2 | | | 4 | | | | 1 | | | | | 1 |
| Bandar Bandar< | Bloom | 128 | | | 251 | 3 | | | | | 8 | 1 | | | 10 | 4 | 4 | 9 | 14 | 3 | | 1 | 28 | | 1 | 5 | | | 3 | | | | | | 3 | 1 | | 1 |
| Addim Addim <th< td=""><td>Bonillas</td><td>131</td><td></td><td>10</td><td>2</td><td>159</td><td>2</td><td></td><td></td><td>3</td><td></td><td></td><td>1</td><td>1</td><td>15</td><td>1</td><td>8</td><td>8</td><td></td><td></td><td>2</td><td></td><td>2</td><td></td><td>11</td><td>2</td><td></td><td></td><td>9</td><td>1</td><td>14</td><td></td><td>5</td><td></td><td>2</td><td></td><td></td><td>28</td></th<> | Bonillas | 131 | | 10 | 2 | 159 | 2 | | | 3 | | | 1 | 1 | 15 | 1 | 8 | 8 | | | 2 | | 2 | | 11 | 2 | | | 9 | 1 | 14 | | 5 | | 2 | | | 28 |
| below 13 1 1 1 1 1 2 3 1 <td>Borman</td> <td>140</td> <td></td> <td></td> <td>1</td> <td></td> <td>396</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>4</td> <td>3</td> <td></td> <td></td> <td></td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td></td> | Borman | 140 | | | 1 | | 396 | | | | | | | | | 1 | 4 | 3 | | | | 1 | 1 | | | | | | 1 | | 1 | | | | 3 | | | |
| Cariaba Cariaba <t< td=""><td>Borton</td><td>143</td><td>6</td><td>24</td><td>1</td><td>4</td><td></td><td>107</td><td>6</td><td>11</td><td></td><td>14</td><td>2</td><td>3</td><td>1</td><td></td><td>2</td><td>1</td><td></td><td></td><td>5</td><td>1</td><td></td><td>25</td><td>7</td><td>3</td><td>3</td><td></td><td>2</td><td>1</td><td>3</td><td>1</td><td>4</td><td>1</td><td>2</td><td>2</td><td>2</td><td>7</td></t<> | Borton | 143 | 6 | 24 | 1 | 4 | | 107 | 6 | 11 | | 14 | 2 | 3 | 1 | | 2 | 1 | | | 5 | 1 | | 25 | 7 | 3 | 3 | | 2 | 1 | 3 | 1 | 4 | 1 | 2 | 2 | 2 | 7 |
| Cachel 107 2 2 1 2 1 1 1 1 </td <td>Carrillo/Drachman</td> <td>161</td> <td>10</td> <td>5</td> <td></td> <td></td> <td></td> <td>2</td> <td>69</td> <td></td> <td></td> <td></td> <td>4</td> <td>4</td> <td>5</td> <td></td> <td>1</td> <td>1</td> <td></td> <td></td> <td>9</td> <td>1</td> <td>2</td> <td></td> <td>1</td> <td></td> <td></td> <td>2</td> <td>2</td> <td>2</td> <td></td> <td>8</td> <td>12</td> <td>2</td> <td></td> <td>7</td> <td>11</td> <td></td> | Carrillo/Drachman | 161 | 10 | 5 | | | | 2 | 69 | | | | 4 | 4 | 5 | | 1 | 1 | | | 9 | 1 | 2 | | 1 | | | 2 | 2 | 2 | | 8 | 12 | 2 | | 7 | 11 | |
| Cale Cale <th< td=""><td>Cavett</td><td>167</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>259</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>5</td><td></td><td></td></th<> | Cavett | 167 | | | | | | 1 | | 259 | | | | | | | | | | | 1 | 2 | | | | | | | | | | | 1 | | | 5 | | |
| Change Pip Pip< | Collier | 170 | | | 7 | | 2 | | | 1 | 155 | | | | | 4 | | 1 | 1 | 5 | | | 9 | | | 2 | | | | | | | | | 2 | | | |
| District | Cragin | 179 | 1 | 17 | | 1 | | 2 | | | | 236 | 25 | | | | 1 | 1 | 1 | | | | | | | 1 | 1 | | | | | | | 2 | 2 | 4 | | 1 |
| bins 910 10 5 1 1 1 1 <td>Davidson</td> <td>185</td> <td></td> <td>13</td> <td>1</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>19</td> <td>214</td> <td></td> <td>2</td> <td></td> <td>1</td> <td>1</td> <td></td> <td>1</td> | Davidson | 185 | | 13 | 1 | | | 1 | | | | 19 | 214 | | 2 | | | | | | | | | | | 1 | 1 | | | | | | | | | | | 1 |
| Diate Diat Diate Diate <thd< td=""><td>Davis</td><td>191</td><td>11</td><td>5</td><td></td><td>1</td><td></td><td>1</td><td>3</td><td></td><td></td><td>7</td><td></td><td>78</td><td></td><td></td><td></td><td></td><td></td><td></td><td>10</td><td>14</td><td></td><td>3</td><td>1</td><td>1</td><td>4</td><td></td><td>4</td><td>2</td><td>1</td><td>2</td><td>5</td><td>11</td><td></td><td>8</td><td>1</td><td></td></thd<> | Davis | 191 | 11 | 5 | | 1 | | 1 | 3 | | | 7 | | 78 | | | | | | | 10 | 14 | | 3 | 1 | 1 | 4 | | 4 | 2 | 1 | 2 | 5 | 11 | | 8 | 1 | |
| bind 1 2 1 2 1 2 1 1 2 1 <th1< th=""> 1 <th1< th=""> <th1< th=""></th1<></th1<></th1<> | Dietz | 197 | | 1 | 1 | 1 | | | | | | | | | 231 | 2 | 26 | 24 | | | | | 4 | 3 | 2 | 4 | | | 6 | | 5 | | | | 7 | 1 | | 4 |
| Enclose 2 2 1 - - - - </td <td>Dunham</td> <td>211</td> <td></td> <td></td> <td>1</td> <td>2</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> <td>131</td> <td>13</td> <td>10</td> <td></td> <td>2</td> <td></td> <td></td> <td>6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>19</td> <td></td> <td></td> <td></td> | Dunham | 211 | | | 1 | 2 | 1 | | | | | | | | 5 | 131 | 13 | 10 | | 2 | | | 6 | | | | | | 3 | | 1 | | | | 19 | | | |
| Find 1 | Erickson | 215 | | | 2 | 2 | 1 | | | | | | | | 3 | 6 | 493 | 19 | | | | | 2 | | | | | | | | | | | | 1 | | | 3 |
| Fixehmende 25 10 < | Ford | 218 | | 1 | | | | | | | | | | | 4 | 4 | 38 | 324 | | 1 | | | 1 | 2 | | | | | 4 | | | | | | 3 | | | 1 |
| Gale Cale Cale <th< td=""><td>Fruchthendler</td><td>225</td><td></td><td></td><td>19</td><td></td><td></td><td></td><td></td><td></td><td>7</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td><td>258</td><td></td><td></td><td></td><td>6</td><td></td><td>4</td><td>9</td><td>1</td><td></td><td>8</td><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td></td></th<> | Fruchthendler | 225 | | | 19 | | | | | | 7 | | | | | 1 | | 1 | 258 | | | | 6 | | 4 | 9 | 1 | | 8 | | | | | | 4 | | | |
| Grigha 231 1 <th1< th=""> 1 <th1< th=""> 1 <th1< th=""> <th1< th=""></th1<></th1<></th1<></th1<> | Gale | 228 | | 1 | 15 | 1 | | | | | | 1 | 1 | | 9 | 33 | 19 | 21 | | 202 | 1 | | 26 | 1 | | 1 | | | 3 | | | | | | 26 | | | 1 |
| Heining 23 1 1 1 2 3 4 3 4 3 4 4 3 4 4 3 4 4 3 4 4 | Grijalva | 231 | | | | | | | | | | | | | | | | | | | 562 | | | 2 | | | | 1 | | 2 | | 4 | 12 | | | 67 | | |
| Hend | Hollinger | 233 | 1 | 1 | | | | | | 2 | | | | | | | | | | | 4 | 225 | 1 | 1 | 2 | | | 1 | | 1 | 1 | 11 | 1 | 2 | | 3 | 21 | |
| Heinsen 29 4 3 3. Heinsen 29 5 4 3. Heine 20 5 4. Heine 20 5 4. | Henry | 238 | | | 22 | 1 | | | 1 | | 5 | | | | 10 | 7 | 15 | 8 | 3 | 10 | | | 260 | | 2 | 10 | | | 3 | | | | | | 11 | | | |
| Howei Howei <th< td=""><td>Holladay</td><td>239</td><td>4</td><td>3</td><td></td><td>1</td><td>1</td><td>12</td><td></td><td>16</td><td></td><td>4</td><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td><td>4</td><td>1</td><td>138</td><td>1</td><td></td><td>3</td><td>1</td><td>1</td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td></th<> | Holladay | 239 | 4 | 3 | | 1 | 1 | 12 | | 16 | | 4 | 3 | | | | | | | | 3 | 4 | 1 | 138 | 1 | | 3 | 1 | 1 | 1 | | | 1 | | | 1 | | |
| Hadio 25 3 28 - 1 - 6 3 3 1 6 7 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 1 2 1 </td <td>Howell</td> <td>245</td> <td></td> <td>8</td> <td></td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>4</td> <td>3</td> <td></td> <td>4</td> <td>1</td> <td>12</td> <td>6</td> <td>1</td> <td></td> <td>1</td> <td></td> <td>1</td> <td>13</td> <td>187</td> <td>4</td> <td></td> <td></td> <td>7</td> <td></td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>7</td> | Howell | 245 | | 8 | | 5 | | | | | | 4 | 3 | | 4 | 1 | 12 | 6 | 1 | | 1 | | 1 | 13 | 187 | 4 | | | 7 | | 4 | | | | | | | 7 |
| Haybes Bit Bit <t< td=""><td>Hudlow</td><td>251</td><td></td><td></td><td>11</td><td>4</td><td></td><td></td><td></td><td></td><td>1</td><td>1</td><td></td><td></td><td>6</td><td></td><td>3</td><td>3</td><td></td><td>1</td><td></td><td></td><td>6</td><td></td><td>2</td><td>160</td><td></td><td></td><td>5</td><td></td><td></td><td>1</td><td></td><td></td><td>6</td><td></td><td></td><td>3</td></t<> | Hudlow | 251 | | | 11 | 4 | | | | | 1 | 1 | | | 6 | | 3 | 3 | | 1 | | | 6 | | 2 | 160 | | | 5 | | | 1 | | | 6 | | | 3 |
| joinservation | Hughes | 257 | 3 | 28 | | | | | 3 | | 1 | 10 | 6 | 1 | | | 2 | | | | | | 2 | | 12 | 1 | 199 | 1 | 2 | 1 | 2 | | 1 | | | 2 | | |
| Kallon 2 3 12 8 12 8 12 7 14 25 8 10 6 7 1 < | Johnson/Lawrence | 266 | 7 | | | | | | | | | | | | | | | | | | 1 | | | | | | | 246 | | | | | 3 | | | 3 | | |
| Lawence 21 2 1 2 2 1 | Kellond | 275 | | 3 | 12 | 8 | 12 | | | | 1 | | 5 | | 17 | 14 | 25 | 8 | 10 | 6 | | | 12 | | 8 | 18 | | | 285 | | | 1 | | | 14 | | | 4 |
| Likeware 2 9 6 7 7 7 7< | Lawrence | 277 | 2 | | | | | | | | | | 2 | | | | | | | | | | | | | | | | | 212 | | | 4 | | | | | |
| Lynnylngides 29 5 2 2 1 2 2 2 2 2 2 3 1 1 1 1 1 4 3 3 1 1 4 3 3 1 1 4 3 3 1 1 1 4 3 1 1 1 4 3 1 | Lineweaver | 281 | 2 | 19 | 6 | 47 | | 1 | | 11 | 1 | 9 | 11 | | 17 | 2 | 1 | 4 | 1 | 2 | | | 3 | 2 | 28 | 11 | 9 | | 25 | | 114 | 2 | 2 | 1 | 1 | 2 | 1 | 15 |
| Mideoma< | Lynn/Urguides | 287 | 5 | | | 2 | | 2 | 1 | 2 | | 2 | | | 2 | | | | | | 11 | 16 | | | | | | 1 | | | | 427 | 9 | | | 4 | 7 | |
| Mansal Massal | Maldonado | 290 | 1 | | | | | | | | | | | | | | | | | | 2 | | | | | | | 4 | | 11 | | 1 | 343 | | | 8 | | 1 |
| March Marc S< | Manzo | 293 | 1 | 1 | | | | | | | | 5 | | | | | 2 | | | | | | | | 2 | | | | | | | | | 164 | | 2 | | |
| Mile Mile< | Marshall | 295 | | 1 | 2 | | 1 | | 5 | 1 | 1 | | | | 9 | 23 | 20 | 25 | 2 | 2 | | | 6 | | 2 | 1 | | | 2 | | | | | | 202 | | | 1 |
| Mission/level 311 ···································· | Miller | 308 | 4 | | | | | | | | | | | | | | | | | | 10 | 2 | | | | | | 24 | | 20 | | 2 | 53 | | | 403 | | |
| Myers Graung 317 7 20 1 3 1 2 2 1 2 1 1 1 1 1 4 5 1 1 1 4 5 1 1 1 4 3 1 | Mission View | 311 | | | | 1 | | 6 | 2 | 6 | | 1 | | 1 | | | | | | | 2 | 11 | | 18 | | | | | 1 | 1 | | 2 | 2 | 1 | | 1 | 150 | |
| Opha 323 18 1 2 2 2 2 5 1 9 1 1 1 4 2 1 1 1 1 4 2 1 | Myers/Ganoung | 317 | | 7 | | 20 | 1 | | | 3 | 1 | 2 | 2 | 1 | 5 | 2 | 4 | 2 | | 1 | 1 | | 1 | | 4 | | | | 6 | | | 1 | | | | | 2 | 254 |
| Oyana 327 9 </td <td>Ochoa</td> <td>323</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>18</td> <td>1</td> <td>2</td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>5</td> <td>1</td> <td></td> <td>9</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td>1</td> <td></td> <td>1</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>15</td> <td>1</td> | Ochoa | 323 | | | | | | 18 | 1 | 2 | | 2 | | 2 | | | | | | | 5 | 1 | | 9 | | | | 1 | | 1 | | 1 | 4 | 2 | | | 15 | 1 |
| Picelo Gardens 329 2 6 1 5 29 1 2 1 3 5 1 5 1 1 3 3 5 1 5 1 1 3 3 Robins 351 5 1 - | Oyama | 327 | 9 | | | | | | | | | | | | | | | | | | 4 | 3 | | | | | 1 | 5 | | 3 | | 12 | 5 | | | 5 | 1 | |
| Rebis 351 5 1 4 3 1 6 3 4 3 0 3 0 5 6 1 5 6 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 7 4 1 </td <td>Pueblo Gardens</td> <td>329</td> <td>2</td> <td>6</td> <td></td> <td>1</td> <td></td> <td>5</td> <td></td> <td>29</td> <td></td> <td>1</td> <td></td> <td></td> <td>2</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>1</td> <td>3</td> <td></td> <td>5</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td>1</td> <td>3</td> <td></td> | Pueblo Gardens | 329 | 2 | 6 | | 1 | | 5 | | 29 | | 1 | | | 2 | | 1 | | | | 1 | 3 | | 5 | 1 | | | | | 1 | | 1 | | | | 1 | 3 | |
| Robin 353 10 4 3 1 6 3 1 6 3 1 6 3 1 6 3 1 6 3 1 6 3 1 6 3 1 6 1 1 5 6 1 5 1 5 1 5 1 6 2 1< | Robins | 351 | 5 | 1 | | | | | | | | 1 | | | | | | | | | 3 | | | | | | | | | 1 | | | | 4 | | 2 | 1 | |
| Rose 371 2 2 - 1 - 1 - - - 4 61 2 - 2 75 6 2 - 1 9 Sewell 395 - - 2 7 8 6 66 1 - 35 - 1 - 1 - 1 - 35 - 1 - 1 - 1 - 1 - 1 - 1 | Robison | 353 | | 10 | | 4 | | 3 | 1 | 6 | | 3 | 4 | 3 | 10 | | 1 | | | | 1 | | | 5 | 6 | 1 | 5 | | 12 | | | 3 | | | | | 4 | |
| Sewell 395 8 5 8 3 3 5 8 3 5 8 1 1 1 1 8 10 29 11 1 <th< td=""><td>Rose</td><td>371</td><td>2</td><td>2</td><td></td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td><td>61</td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>2</td><td></td><td>15</td><td>6</td><td>2</td><td></td><td>1</td><td>9</td><td></td></th<> | Rose | 371 | 2 | 2 | | | | 1 | | 1 | | | | | | | | | | | 4 | 61 | | 2 | | | | | | 2 | | 15 | 6 | 2 | | 1 | 9 | |
| Soleng Tom 410 ···································· | Sewell | 395 | | 8 | 5 | 8 | 3 | | | | | 2 | 7 | | 8 | 1 | 7 | 4 | 1 | 1 | 1 | | 8 | | 10 | 29 | | | 11 | | 1 | 1 | | | | 1 | | 3 |
| Steen 413 1 </td <td>Soleng Tom</td> <td>410</td> <td></td> <td></td> <td>3</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>1</td> <td></td> <td></td> <td>6</td> <td>66</td> <td>14</td> <td>20</td> <td>4</td> <td>29</td> <td></td> <td></td> <td>35</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>15</td> <td></td> <td></td> <td></td> | Soleng Tom | 410 | | | 3 | 2 | | | | | 1 | 1 | | | 6 | 66 | 14 | 20 | 4 | 29 | | | 35 | | | 1 | | | | | | | | | 15 | | | |
| Tokson 417 5 3< | Steele | 413 | | 1 | 15 | | | | | | | | | | 4 | 11 | 11 | 10 | 2 | 2 | | | 12 | | | 1 | | | 6 | | 1 | | | | 10 | 2 | | 4 |
| Tully 419 5 3 3 2 2 1 4 3 2 5 3 1 1 4 5 19 1 4 5 19 1 4 5 19 1 4 5 19 1 <th< td=""><td>Tolson</td><td>417</td><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td>2</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td><td>1</td><td></td><td>2</td><td></td><td>3</td><td></td><td>3</td><td></td><td></td></th<> | Tolson | 417 | | | | | | | 3 | | | 1 | | | 1 | | | | | | 2 | 2 | | | | | | 1 | | 1 | | 2 | | 3 | | 3 | | |
| Van Buskik 431 I <t< td=""><td>Tully</td><td>419</td><td>5</td><td>3</td><td></td><td></td><td></td><td>2</td><td>1</td><td>4</td><td></td><td>3</td><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>6</td><td></td><td></td><td></td><td></td><td>3</td><td>1</td><td></td><td></td><td>1</td><td></td><td>4</td><td>5</td><td>19</td><td></td><td>1</td><td></td><td></td></t<> | Tully | 419 | 5 | 3 | | | | 2 | 1 | 4 | | 3 | 2 | | | | | | | | 6 | | | | | 3 | 1 | | | 1 | | 4 | 5 | 19 | | 1 | | |
| Vesey 435 24 24 24 25 2 2 9 44 2 5 2 9 44 2 5 2 9 44 2 5 2 9 44 2 5 2 7 1 Wheeler 443 3 2 - - - 15 2 39 16 3 - 5 1 8 - 10 14 12 - 7 - 14 Whithore 443 - 8 2 - - 1 4 1 3 1 4 1 3 1 4 1 3 1 4 1 3 1 4 1 3 1 7 1 1 1 4 1 3 1 1 4 1 3 1 1 4 1 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | Van Buskirk | 431 | | | | 1 | | | | 3 | | | | | | | | | | | 6 | 12 | | 3 | | 1 | | | | | | 2 | 5 | | | 3 | 1 | 1 |
| Waren 440 6 5 5 1 5 1 </td <td>Vesey</td> <td>435</td> <td>24</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td>9</td> <td></td> <td>4</td> <td></td> <td>2</td> <td>5</td> <td></td> <td></td> <td>2</td> <td></td> <td></td> | Vesey | 435 | 24 | | | | | | | | | | | | | 2 | | | | | 3 | | | | | | 2 | 9 | | 4 | | 2 | 5 | | | 2 | | |
| Wheeler 443 3 2 4 1 4 3 2 4 5 1 8 10 5 7 14 White 449 12 5 1 8 10 2 2 0 1 5 2 2 5 1 8 10 2 2 4 1 Whitmore 455 8 2 2 2 0 4 1 5 1 8 10 1 5 1 43 1 Whitmore 455 8 2 2 2 0 4 1 4 1 3 3 1 4 1 5 1 5 1 43 1 4 1 4 1 4 1 4 1 4 1 4 1 4 1 3 1 7 2 1 1 3 1 1 4 1 3 1 1 2 1 4 1 3 1 < | Warren | 440 | 6 | | | | | | | | | | | | | | | | | | 5 | | 1 | | | | | 10 | | 14 | | 1 | 12 | | | 17 | | |
| White 449 12 1 <th1< th=""> 1<!--</td--><td>Wheeler</td><td>443</td><td></td><td>3</td><td>2</td><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td></td><td></td><td>15</td><td>2</td><td>39</td><td>16</td><td>3</td><td></td><td></td><td></td><td>5</td><td></td><td>1</td><td>8</td><td></td><td></td><td>10</td><td></td><td></td><td></td><td></td><td></td><td>7</td><td></td><td></td><td>14</td></th1<> | Wheeler | 443 | | 3 | 2 | | | | | 4 | | | | | 15 | 2 | 39 | 16 | 3 | | | | 5 | | 1 | 8 | | | 10 | | | | | | 7 | | | 14 |
| Whitmore 455 8 2 2 3 2 2 2 2 4 1 4 4 5 5 5 1 4 Wright 461 14 2 - 1 2 1 2 17 1 17 1 5 5 5 5 Both Fickett 510 3 1 7 1 3 1 7 1 5 1 1 4 Morgan Maxwell 510 3 1 7 2 1 1 3 2 6 2 2 8 Morgan Maxwell 52 3 7 7 6 1 3 2 6 2 2 7 6 1 4 1 3 1 1 6 2 1 1 6 2 1 | White | 449 | 12 | | | | | | | 1 | | | | 1 | | | | | | | 54 | 4 | | | | | | 26 | | 29 | | 8 | 37 | | | 43 | 1 | |
| Wright 461 14 2 1 2 17 2 17 2 17 2 17 2 17 2 17 2 17 2 17 2 18 18 2 2 5 5 5 17 2 18 2 18 3 10 8 2 14 13 5 1 2 3 10 17 2 14 13 4 49 5 5 17 2 14 13 4 18 4 49 5 5 17 2 14 13 2 6 2 2 6 2 2 6 1 1 6 1 | Whitmore | 455 | | 8 | | 2 | | | | 2 | 3 | 2 | 20 | | 4 | 1 | | 4 | | | | | 3 | | 3 | 17 | 1 | | 5 | | | | | | 1 | | | 4 |
| Booth Fickett 510 3 13 5 1 2 3 1 3 4 49 5 51 27 3 3 1 7 2 14 13 9 8 Morgan Maxwell 521 3 1 2 2 4 4 5 1 2 2 4 1 3 2 6 2 2 McCorkle 523 7 1 1 2 2 10 1 2 10 1 1 2 3 5 3 2 2 3 1 1 7 6 1 | Wright | 461 | | 14 | | 2 | | | | | 1 | 2 | 17 | | | | | | | 1 | | | | 3 | 10 | 8 | | | 2 | | | | | | | | | 5 |
| Morgan Maxwell 521 3 1 2 2 4 1 3 2 6 2 2 McCorkle 523 7 1 1 6 1 1 1 2 2 29 2 3 5 3 2 28 14 2 17 1 Roberts Naylor 525 1 1 6 1 2 - 10 - 1 1 7 6 1 - 16 Safford 535 10 3 - 9 6 1 4 1 3 1 1 2 5 2 - 2 4 4 9 4 11 6 2 Roskruge 595 4 11 1 2 1 1 1 2 2 4 1 1 1 2 2 1 1 6 2 2 1 1 1 1 2 1 1 6 2 2 5 5 <td>Booth Fickett</td> <td>510</td> <td>3</td> <td></td> <td>13</td> <td>5</td> <td>1</td> <td>2</td> <td></td> <td>3</td> <td>1</td> <td>3</td> <td>4</td> <td></td> <td>49</td> <td>5</td> <td>51</td> <td>27</td> <td></td> <td>3</td> <td>3</td> <td>1</td> <td>7</td> <td>-</td> <td>2</td> <td>14</td> <td></td> <td></td> <td>13</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>9</td> <td></td> <td></td> <td>8</td> | Booth Fickett | 510 | 3 | | 13 | 5 | 1 | 2 | | 3 | 1 | 3 | 4 | | 49 | 5 | 51 | 27 | | 3 | 3 | 1 | 7 | - | 2 | 14 | | | 13 | | | | | | 9 | | | 8 |
| McCorkle 523 7 1 1 1 1 29 2 3 5 3 2 23 14 2 7 1 Roberts Naylor 525 1 1 6 1 2 10 1 2 1 2 1 2 5 2 2 4 4 9 4 11 6 2 Safford 535 10 3 9 6 1 4 1 3 1 1 2 5 2 2 4 4 9 4 11 6 2 Roskruge 595 4 11 1 2 1 1 3 3 1 1 5 2 1 2 5 <td>Morgan Maxwell</td> <td>521</td> <td>-</td> <td>3</td> <td>-</td> <td>-</td> <td></td> <td>1</td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> <td>-</td> <td>4</td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td>1</td> <td>-</td> <td>3</td> <td></td> <td>2</td> <td></td> <td>6</td> <td>·</td> <td>2</td> <td>2</td> <td>-</td> | Morgan Maxwell | 521 | - | 3 | - | - | | 1 | | 2 | | 2 | | | | - | | | | - | 4 | | | | - | | | 1 | - | 3 | | 2 | | 6 | · | 2 | 2 | - |
| Roberts Naylor 525 1 1 6 1 2 10 1 2 10 11 2 1 1 7 6 1 16 16 Safford 535 10 3 9 6 1 4 1 3 1 1 2 5 2 2 4 4 9 4 11 6 2 Roskruge 595 4 11 1 2 2 2 10 1 1 7 1 1 2 2 2 1 2 5 2 2 2 4 4 9 4 11 6 2 Roskruge 595 4 11 1 2 2 2 10 1 1 7 1 1 3 3 3 1 1 5 5 15 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 32 <td< td=""><td>McCorkle</td><td>523</td><td>7</td><td>-</td><td></td><td></td><td></td><td></td><td>1</td><td></td><td></td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>29</td><td>2</td><td></td><td></td><td>3</td><td></td><td></td><td>5</td><td></td><td>3</td><td>2</td><td>23</td><td>14</td><td>2</td><td></td><td>17</td><td>1</td><td></td></td<> | McCorkle | 523 | 7 | - | | | | | 1 | | | 1 | | | | | | | | | 29 | 2 | | | 3 | | | 5 | | 3 | 2 | 23 | 14 | 2 | | 17 | 1 | |
| Safford 535 10 3 9 6 1 4 1 3 1 1 2 1 2 5 2 2 4 4 9 4 11 6 2 Roskruge 595 4 11 1 2 2 2 10 1 1 7 1 1 3 3 3 1 1 5 2 1 2 5 5 15 5 15 5 0 Other 999 11 14 0 2 2 6 91 5 0 12 2 4 1 7 1 2 0 7 4 3 5 9 4 11 0 4 0 6 8 8 7 3 2 2 3 Other 999 11 14 0 2 0 12 2 0 7 4 3 5 9 4 11 0 4 0 6 | Roberts Naylor | 525 | | 1 | 1 | 6 | | | 1 | 2 | | | | | 10 | | | | | | | - | | | 1 | 1 | | - | 7 | - | 6 | | 1 | - | | · | | 16 |
| Roskruge 595 4 11 1 2 2 2 10 1 1 7 1 1 3 3 3 1 1 5 2 1 2 5 15 5 Other 999 11 14 0 2 2 6 91 5 0 12 2 4 4 1 7 1 2 0 7 4 3 5 9 4 11 0 4 0 6 8 8 7 3 2 2 3 Total Reside 463 581 393 297 423 186 197 380 343 104 477 325 827 565 303 273 769 380 454 245 332 235 247 343 456 324 164 560 575 248 353 642 241 394 <td>Safford</td> <td>535</td> <td>10</td> <td>3</td> <td></td> <td>-</td> <td></td> <td>9</td> <td>6</td> <td>1</td> <td></td> <td>4</td> <td>1</td> <td>3</td> <td>1</td> <td></td> <td>1</td> <td>2</td> <td></td> <td>1</td> <td>2</td> <td>5</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td>2</td> <td></td> <td>4</td> <td>-</td> <td>4</td> <td>9</td> <td>4</td> <td></td> <td>11</td> <td>6</td> <td>2</td> | Safford | 535 | 10 | 3 | | - | | 9 | 6 | 1 | | 4 | 1 | 3 | 1 | | 1 | 2 | | 1 | 2 | 5 | | 2 | | | | 2 | | 4 | - | 4 | 9 | 4 | | 11 | 6 | 2 |
| Other 999 11 14 0 2 6 91 5 0 12 2 4 1 7 1 2 0 7 4 3 5 9 4 11 0 4 0 6 8 7 3 2 2 3 Total Reside 463 581 393 297 423 186 197 384 187 380 343 104 477 325 827 565 303 273 769 380 454 245 332 325 247 343 456 324 164 560 575 248 353 642 241 394 | Roskruge | 595 | 4 | 11 | | 1 | | 2 | 2 | 2 | | 10 | 1 | 1 | 7 | | 1 | 1 | | | 3 | 3 | | 3 | 1 | 1 | 5 | 2 | | 1 | 2 | 5 | 5 | 15 | | 5 | | - |
| Total Reside 463 581 393 297 423 186 197 384 187 380 343 104 477 325 827 565 303 273 769 380 454 245 332 325 247 343 456 324 164 560 575 248 353 642 241 394 | Other | 999 | 11 | 14 | 0 | 2 | 2 | 6 | 91 | 5 | 0 | 12 | 2 | 4 | 4 | 1 | 7 | 1 | 2 | 0 | 7 | 4 | 3 | 5 | 9 | 4 | 11 | 0 | 4 | 0 | 6 | 8 | 8 | 7 | 3 | 2 | 2 | 3 |
| | Total Reside | | 463 | 581 | 393 | 297 | 423 | 186 | 197 | 384 | 187 | 380 | 343 | 104 | 477 | 325 | 827 | 565 | 303 | 273 | 769 | 380 | 454 | 245 | 332 | 325 | 247 | 343 | 456 | 324 | 164 | 560 | 575 | 248 | 353 | 642 | 241 | 394 |

TABLE 17SCHOOL VERSUS ATTENDANCE AREA ENROLLMENT (K-5th GRADE): 2013/14

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| | | | | | | | | | | | | Atten | dance | Area | | | | | | | | | | | | Total | Total | |
|-------------------|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|-----|-------|-------|------|-----|-----|-------|-----|-----|------|-----|-----|-----|-----------|---------|--------|--------|------|
| School / Code | | 327 | 329 | 351 | 353 | 371 | 395 | 410 | 413 | 417 | 419 | 431 | 435 | 440 | 443 | 449 | 455 | 461 | 510 | 521 | 523 | 525 | 535 | 595 Outsi | de | Attend | Reside | Diff |
| Banks | 120 | | | 1 | | | | | | | | | 24 | | | | | | | | | | | | 19 | 353 | 463 | -11(|
| Blenman | 125 | | | | 2 | | | | | | | 1 | 1 | | 1 | | 9 | 41 | | 1 | | | 3 | 2 | 8 | 461 | 581 | -120 |
| Bloom | 128 | | 1 | | | | 2 | 1 | 2 | | | 1 | | | 3 | | 1 | 3 | 4 | | | 1 | | | 3 | 372 | 393 | -21 |
| Bonillas | 131 | 2 | 1 | | 18 | 4 | 11 | | 2 | 2 | | | 5 | 2 | 32 | 3 | 5 | 13 | 3 | 5 | | 25 | 2 | | 14 | 435 | 297 | 138 |
| Borman | 140 | | | | | | | | | | | | 1 | 1 | 2 | 1 | | | | | | | | | 42 | 459 | 423 | 30 |
| Borton | 143 | 11 | 1 | 4 | 25 | | 2 | | | 14 | | 4 | 14 | 1 | 7 | 2 | 8 | 5 | | 13 | 2 | 4 | 7 | 5 | 23 | 403 | 186 | 21 |
| Carrillo/Drachman | 161 | 15 | | 5 | 3 | 5 | 1 | | 2 | 10 | 2 | 3 | 21 | 1 | | 7 | 1 | 4 | | 21 | 1 | | 7 | 6 | 22 | 307 | 197 | 11 |
| Cavett | 167 | 1 | 4 | | 1 | 1 | | | | | | 4 | 3 | | | | | | | | | | | | 3 | 286 | 384 | -9 |
| Collier | 170 | | | | | | 2 | 2 | 1 | | | | | | 1 | | 4 | | 3 | | 2 | | | | 8 | 212 | 187 | 2 |
| Cragin | 179 | 1 | 1 | 1 | | 1 | | | | | | | | | 1 | | 4 | 4 | | | | 1 | | | 18 | 328 | 380 | -52 |
| Davidson | 185 | | | | | | 2 | | | | | | | | 4 | | 9 | 24 | | | | | 1 | | 17 | 310 | 343 | -3 |
| Davis | 191 | 5 | | 25 | 2 | | 6 | | | 17 | 9 | | 25 | 4 | 2 | 2 | | 3 | | 40 | | 2 | 3 | 6 | 19 | 347 | 104 | 24 |
| Dietz | 197 | | 2 | | 1 | | 1 | | 8 | | | | | | 5 | | | | 6 | | | 6 | | | 12 | 363 | 477 | -11- |
| Dunham | 211 | | | | | | | 1 | 5 | | | | 1 | | | | | | | | | | | | 6 | 207 | 325 | -11 |
| Erickson | 215 | 1 | | | | | 2 | 1 | 1 | | | | | | 10 | | 2 | | 2 | 1 | | 1 | | | 8 | 561 | 827 | -26 |
| Ford | 218 | | | | | | | 1 | 2 | | | | | | 3 | | | | | | | | | | 5 | 394 | 565 | -17 |
| Fruchthendler | 225 | | | | | | 5 | 2 | 1 | | | | 1 | | | | 27 | | 1 | | | 2 | | | 21 | 378 | 303 | 75 |
| Gale | 228 | | | | | | | 13 | 9 | | | | | | 4 | | | | 6 | | | 2 | | | 4 | 400 | 273 | 12 |
| Grijalva | 231 | 6 | | | | | | | | 1 | | 1 | 6 | 9 | | 20 | | | | | 4 | | | | 14 | 711 | 769 | -5 |
| Hollinger | 233 | 1 | 2 | 2 | 1 | 12 | | | | 1 | | 26 | 5 | | 2 | | | | | 4 | 1 | 1 | 3 | | 21 | 361 | 380 | -19 |
| Henry | 238 | | | | | | | 8 | 5 | | | | | | 6 | | | | 4 | | | | | | 4 | 395 | 454 | -5 |
| Holladay | 239 | 2 | 3 | 2 | 5 | | | | 2 | 8 | | 1 | 2 | | 1 | | 4 | 1 | | 2 | | 2 | 3 | 2 | 22 | 261 | 245 | 10 |
| Howell | 245 | | 8 | 1 | 5 | | 8 | | 2 | | | | 3 | | 3 | | 1 | 15 | 2 | | | 5 | 2 | 1 | 6 | 330 | 332 | -3 |
| Hudlow | 251 | | 3 | | | | 13 | 3 | 2 | | | | | | 10 | | 9 | 7 | 3 | | | 3 | | | 3 | 269 | 325 | -5 |
| Hughes | 257 | 3 | | 1 | 12 | | 5 | | 1 | 7 | | | 6 | | 3 | 5 | 3 | 6 | | 3 | | | 2 | 1 | 14 | 349 | 247 | 10 |
| Johnson/Lawrence | 266 | | | | | | | | | 2 | 1 | | 40 | 5 | | 2 | | | | | | | | | 5 | 317 | 343 | -2 |
| Kellond | 275 | | | | 4 | | 5 | 4 | 11 | | | | | | 60 | | 3 | 4 | 8 | | | 4 | 2 | | 10 | 578 | 456 | 12 |
| Lawrence | 277 | | | | | | | | | | | | 5 | 2 | | 2 | | | | | 2 | | | | 3 | 235 | 324 | -89 |
| Lineweaver | 281 | | 8 | 5 | 27 | 2 | 19 | 3 | 2 | 6 | 1 | 2 | 2 | 1 | 20 | | 21 | 26 | 2 | 3 | | 25 | 1 | 2 | 27 | 556 | 164 | 39 |
| Lynn/Urquides | 287 | 30 | | | | 6 | | | | 7 | | 4 | 8 | 8 | | 4 | | | | 2 | 15 | | 1 | | 11 | 587 | 560 | 2 |
| Maldonado | 290 | | | | | 2 | | | | | | | 6 | 1 | | 3 | | | | | | | | | 3 | 386 | 575 | -18 |
| Manzo | 293 | 6 | | 3 | 1 | | 1 | | | 8 | 16 | 2 | | 3 | | | | 3 | 1 | 52 | | | 1 | | 10 | 284 | 248 | 3 |
| Marshall | 295 | | | | | | 4 | 6 | 7 | | | | | | 4 | | | | | | | 1 | | | 4 | 332 | 353 | -2 |
| Miller | 308 | 1 | 1 | | | | | | | 2 | | 1 | 26 | 15 | | 8 | | | | 1 | 2 | | | | 15 | 590 | 642 | -5 |
| Mission View | 311 | 3 | | | | 1 | | | | 4 | | 1 | | | | | | | | | | | | | 7 | 244 | 241 | : |
| Myers/Ganoung | 317 | 1 | 1 | | 3 | | 1 | | 3 | 1 | | | | 1 | 22 | | 3 | 1 | | 1 | | 21 | | | 1 | 380 | 394 | -1- |
| Ochoa | 323 | 4 | 1 | | | 2 | | | | 6 | | | 3 | | | | | 4 | | 3 | 2 | | 1 | 1 | 17 | 205 | 186 | 19 |
| Oyama | 327 | 294 | | 2 | | 1 | | | | 36 | | 1 | 10 | | | | 1 | | | 4 | 8 | | | 2 | 9 | 419 | 510 | -91 |
| Pueblo Gardens | 329 | 5 | 207 | | 3 | 1 | | | | 2 | | 1 | | | 1 | | | 1 | | | | | 4 | | 5 | 295 | 272 | 2 |
| Robins | 351 | 3 | | 322 | | 1 | | | | 10 | 10 | | 1 | | | 1 | | | | 74 | 2 | | | 1 | 11 | 454 | 435 | 19 |
| Robison | 353 | | 6 | | 225 | 2 | 1 | | 1 | 3 | | | 2 | | 5 | | 1 | 4 | | | | 4 | 2 | 2 | 20 | 361 | 391 | -3 |
| Rose | 371 | 3 | 1 | | 1 | 380 | | | | 6 | 3 | 4 | 5 | 1 | | 6 | | 1 | | 6 | 3 | | 1 | | 23 | 554 | 442 | 11: |
| Sewell | 395 | | | | 2 | | 142 | | 5 | | | | 1 | 1 | 9 | | 7 | 5 | 1 | | | 1 | | | 16 | 310 | 260 | 5 |
| Soleng Tom | 410 | 2 | | | | | | 233 | 4 | | | | | | 3 | | 1 | | | | | 2 | | | 21 | 463 | 280 | 18 |
| Steele | 413 | 1 | | | | | | 1 | 211 | | | 2 | | | 5 | | 1 | 2 | 5 | | | | | | 9 | 329 | 318 | 1 |
| Tolson | 417 | 21 | | 6 | 1 | | | | 2 | 249 | 2 | | 4 | | | | | 2 | | 33 | | | | | 15 | 354 | 487 | -13 |
| Tully | 419 | 12 | 1 | 24 | | | | | 1 | 11 | 189 | 1 | 2 | 3 | | 3 | | | | 53 | | 1 | | 4 | 20 | 385 | 253 | 132 |
| Van Buskirk | 431 | 3 | 2 | | | 7 | | | | 1 | | 238 | 4 | 2 | | 5 | | | | | 4 | | 26 | | 24 | 355 | 315 | 4 |
| Vesev | 435 | 1 | 1 | | | 1 | | | | | | | 542 | 3 | 1 | 2 | | | | | 2 | | | | 5 | 611 | 911 | -300 |
| Warren | 440 | | | | 2 | | | | | | | 1 | 4 | 159 | | 14 | | | | | 1 | | | | 2 | 249 | 260 | -1 |
| Wheeler | 443 | | 3 | | 2 | | 1 | | 1 | | | | 2 | | 292 | | 4 | 1 | 2 | | | 3 | | | 9 | 449 | 620 | -17 |
| White | 449 | 14 | | 1 | | 4 | | | | 4 | | | 60 | 25 | 2 | 351 | | | | 2 | 10 | | 2 | | 17 | 709 | 477 | 232 |
| Whitmore | 455 | | | | 1 | | 3 | | 1 | | | | 1 | | 5 | | 228 | 27 | | | | 4 | | | 8 | 358 | 394 | -30 |
| Wright | 461 | | | | 2 | | 3 | | | | | | | | 1 | | 26 | 295 | 2 | | | | | | 1 | 395 | 522 | -12 |
| Booth Fickett | 510 | 1 | 1 | 2 | 2 | 2 | 8 | | 23 | 3 | | 1 | 1 | | 64 | 2 | 1 | 3 | 114 | 1 | | 4 | | | 19 | 479 | 170 | 30 |
| Morgan Maxwell | 521 | 11 | 6 | 11 | 1 | | | | | 6 | 9 | 1 | | | | | | - | | 277 | | | | 1 | 2 | 355 | 663 | -30 |
| McCorkle | 523 | 16 | - | | 1 | 3 | | | | - 6 | | 2 | 19 | 9 | | 20 | | | | 1 | 300 | | | | 12 | 499 | 371 | 12 |
| Roberts Navlor | 525 | .5 | | | 1 | 0 | | | | Ŭ | 2 | - | 1 | | 18 | 20 | | 2 | 1 | | | 252 | | | 5 | 335 | 381 | -4 |
| Safford | 535 | 9 | 2 | 1 | 7 | 1 | 3 | 1 | | 14 | 3 | 3 | 12 | | 1 | 1 | | - 9 | | 7 | 1 | | 59 | | 18 | 267 | 142 | 12 |
| Roskruge | 595 | 11 | 1 | 4 | 10 | 1 | 2 | | | 9 | 5 | 2 | .2 | 2 | 5 | 4 | 1 | 1 | | 26 | 3 | 2 | 2 | 87 | 19 | 302 | 128 | 17. |
| Other | 999 | 10 | 4 | 12 | 20 | 2 | 7 | 0 | 1 | 31 | 1 | 7 | 24 | 1 | 2 | 9 | 9 | 5 | 0 | 27 | 6 | 2 | 7 | 5 | 26 | 480 | .20 | 48 |
| Total Reside | | 510 | 272 | 435 | 391 | 442 | 260 | 280 | 318 | 487 | 253 | 315 | 911 | 260 | 620 | 477 | 394 | 522 | 170 | 663 | 371 | 381 | 142 | 128 | 765 | 23,713 | 22.948 | 76 |
| | | 5.5 | | | - / · | | 200 | 200 | 2.0 | | 200 | 2.0 | | 200 | -20 | | - / · | | | - 50 | | | | | Derth | 20,7.0 | | , 0. |
| | | | | | | | | | | | | | | | | | | | | | | | | Attend = | Reside. | 14 486 | 611% | |

TABLE 17 (Continued) SCHOOL VERSUS ATTENDANCE AREA ENROLLMENT (K-5th GRADE): 2013/14

Source: Applied Economics, 2013.

CAPPLIED ECONOMICS

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| | | | | | | 001100 | | 000711 | 121127 | Atte | ndance | Area | | | , in the P | . 2010/ | | | | | Total | Total | |
|----------------|------|-----|-----|-----|-----|--------|-----|--------|--------|------|--------|------|-----|------|------------|---------|-----|-----|--------|-----------|--------|--------|-------|
| School Name | Code | 277 | 329 | 351 | 371 | 505 | 510 | 511 | 515 | 520 | 521 | 523 | 525 | 527 | 535 | 537 | 550 | 555 | 557 | Outside | Attend | Reside | Diff. |
| Lawrence | 277 | 132 | | | | | | | | | | | | 6 | | | | | 10 | 3 | 151 | 281 | -130 |
| Pueblo Gardens | 329 | | 76 | | 1 | 4 | | | | 4 | | | 2 | 2 | 1 | 2 | 22 | 1 | 1 | 9 | 125 | 127 | -2 |
| Robins | 351 | | | 83 | | | | | | 9 | 21 | | | 2 | | | 2 | | 6 | | 123 | 187 | -64 |
| Rose | 371 | 1 | 2 | | 126 | 1 | | | | 1 | 1 | 1 | | 1 | 1 | | 19 | | 15 | 7 | 176 | 197 | -21 |
| Doolen | 505 | 4 | | 22 | 1 | 591 | 12 | 2 | 26 | 43 | 1 | | 8 | 7 | 8 | 5 | 5 | 23 | 5 | 33 | 796 | 890 | -94 |
| Booth Fickett | 510 | | 4 | 1 | 2 | 24 | 307 | 26 | 33 | 21 | 2 | | 84 | 10 | 2 | 219 | 11 | 18 | 15 | 23 | 802 | 471 | 331 |
| Gridley | 511 | | | | | 4 | 14 | 428 | 54 | 3 | | | 7 | | | 197 | 2 | 3 | 4 | 15 | 731 | 544 | 187 |
| Magee | 515 | | 1 | 1 | 1 | 47 | 53 | 31 | 415 | 2 | | | 10 | 4 | | 55 | 2 | 6 | 8 | 13 | 649 | 610 | 39 |
| Mansfeld | 520 | 3 | 5 | 56 | 3 | 32 | 1 | | 1 | 463 | 122 | 1 | 7 | 18 | 14 | 3 | 10 | 6 | 41 | 20 | 806 | 904 | -98 |
| Morgan Maxwell | 521 | 1 | | 1 | | | | | | 12 | 28 | | | 2 | 1 | | 1 | | 6 | | 52 | 298 | -246 |
| McCorkle | 523 | 8 | | | 1 | | | | | 8 | 1 | 160 | | 51 | 3 | | 6 | | 78 | 5 | 321 | 186 | 135 |
| Roberts Naylor | 525 | | | | | 1 | 2 | 2 | 3 | 14 | | | 225 | | | 6 | | 6 | | 4 | 263 | 544 | -281 |
| Pistor | 527 | 35 | | | 4 | | | | | 9 | 6 | 9 | 1 | 684 | 3 | | 20 | | 168 | 21 | 960 | 1,017 | -57 |
| Safford | 535 | 19 | 6 | 2 | 11 | 25 | 3 | | | 73 | 40 | 1 | 8 | 34 | 209 | 5 | 53 | 6 | 80 | 27 | 602 | 326 | 276 |
| Secrist | 537 | | | | | 1 | 9 | 6 | 2 | 1 | | | 7 | 2 | 1 | 600 | | 3 | 1 | 5 | 638 | 1,282 | -644 |
| Utterback | 550 | 6 | 16 | 1 | 20 | 18 | 4 | 1 | 2 | 24 | 6 | 1 | 10 | 21 | 21 | 17 | 459 | 7 | 40 | 17 | 691 | 788 | -97 |
| Vail | 555 | 1 | 10 | | 1 | 20 | 40 | 36 | 22 | 23 | 1 | | 136 | 1 | 1 | 92 | 8 | 265 | 2 | 13 | 672 | 408 | 264 |
| Valencia | 557 | 61 | 1 | | 2 | 1 | | | | 7 | | 8 | | 92 | 1 | | 2 | | 783 | 11 | 969 | 1,400 | -431 |
| Roskruge | 595 | 4 | 3 | 10 | 2 | 28 | 3 | 1 | | 105 | 42 | 1 | 4 | 40 | 34 | 3 | 25 | 2 | 60 | 20 | 387 | 0 | 387 |
| Unknown | 502 | 4 | 2 | 6 | 3 | 69 | 20 | 7 | 49 | 49 | 12 | 1 | 26 | 29 | 4 | 29 | 8 | 50 | 46 | 6 | 420 | 0 | 420 |
| Other | | 2 | 1 | 4 | 19 | 24 | 3 | 4 | 3 | 33 | 15 | 3 | 9 | 11 | 22 | 49 | 133 | 12 | 31 | 11 | 389 | 0 | 389 |
| Total Reside: | | 281 | 127 | 187 | 197 | 890 | 471 | 544 | 610 | 904 | 298 | 186 | 544 | 1017 | 326 | 1282 | 788 | 408 | 1400 | 263 | 10,723 | 10,460 | 263 |
| | | | | | | | | | | | | | | | | | | | Attend | = Reside: | | 6,034 | 57.7% |

 TABLE 18

 SCHOOL VERSUS ATTENDANCE AREA ENROLLMENT (6TH-8th GRADE): 2013/14

Sources: Tucson Unified School District; Applied Economics, 2013.



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| | | | SCHOOL | VERSUS | ATTENDA | NCE AREA | | .MENT (9 [⊤] | H-12th GR | ADE): 201 | 13/14 | | | |
|--------------|------|-------|--------|--------|---------|-------------|-----|-----------------------|-----------|-----------|---------|--------|--------|-------|
| | | | | | Atter | ndance Area | | | | | | Total | Total | |
| School | Code | 610 | 615 | 620 | 630 | 640 | 645 | 650 | 655 | 660 | Outside | Attend | Reside | Diff. |
| Catalina | 610 | 710 | 37 | 18 | 44 | 89 | 8 | 8 | 10 | 52 | 45 | 1,021 | 1,394 | -373 |
| Cholla | 615 | 12 | 1298 | 3 | 238 | 7 | 2 | 1 | 8 | 61 | 50 | 1,680 | 2,363 | -683 |
| Palo Verde | 620 | 51 | 16 | 580 | 16 | 86 | 13 | 36 | 103 | 21 | 31 | 953 | 1,258 | -305 |
| Pueblo | 630 | 19 | 193 | 3 | 1160 | 10 | | | | 41 | 82 | 1,508 | 2,011 | -503 |
| Rincon | 640 | 153 | 17 | 89 | 23 | 710 | 8 | 22 | 34 | 41 | 28 | 1,125 | 1,290 | -165 |
| Sabino | 645 | 39 | 2 | 54 | 6 | 33 | 504 | 149 | 60 | 7 | 206 | 1,060 | 720 | 340 |
| Sahuaro | 650 | 32 | 12 | 176 | 5 | 47 | 58 | 1153 | 302 | 7 | 42 | 1,834 | 1,546 | 288 |
| Santa Rita | 655 | 8 | 5 | 161 | 3 | 23 | 3 | 26 | 670 | 6 | 22 | 927 | 1,301 | -374 |
| Tucson | 660 | 224 | 670 | 69 | 462 | 146 | 14 | 23 | 23 | 1443 | 151 | 3,225 | 1,814 | 1,411 |
| Unknown | 675 | 115 | 78 | 90 | 26 | 115 | 108 | 118 | 86 | 106 | 166 | 1,008 | 0 | 1,008 |
| Other | | 31 | 35 | 15 | 28 | 24 | 2 | 10 | 5 | 29 | 19 | 198 | 0 | 198 |
| Total Reside | | 1,394 | 2,363 | 1,258 | 2,011 | 1,290 | 720 | 1,546 | 1,301 | 1,814 | 842 | 14,539 | 13,697 | 842 |
| | | | | | | | | | | Attend = | Reside: | 8,228 | 56.6% | |

TABLE 19 SCHOOL VERSUS ATTENDANCE AREA ENROLLMENT (9대-12th GRADE): 2013/14

Sources: Tucson Unified School District; Applied Economics, 2013.



5.4 School Enrollment

Tables 20, 21 and 22 show projected enrollment by school for 2014/15 through 2023/24, based on applying the live/attend relationships above to the projected level of enrollment by resident attendance area. There are fairly significant differences from school to school in the level and rate of enrollment change over the next ten years.

The largest elementary schools currently include Lynn/Urquides, Grijalva, White and Vesey with between 600 and 900 students each. Vesey is projected to grow significantly, reaching nearly 1,040 students by 2023/24. While White and Lynn/Urquides will remain among the larger schools, Grijalva is projected to lose over 70 students over the ten year period. Most of the elementary schools are projected to remain fairly stable with enrollment changes (positive or negative) of 30 students or less over the next 10 years. However, Cavett, which is currently a smaller school, is projected to gain over 170 students with enrollment projected to reach about 460 by 2023/24. Some growth is also expected at Borman, with about 100 new students in the next five years.

Among the middle schools, Valencia, Pistor, Mansfield, Booth Fickett and Doolen currently have significantly larger enrollment than the other schools (800 to 970 students each). These five schools are expected to continue to be the largest of the middle schools through 2023/24, despite declines of 60 to 110 students at all but Valencia. Significant declines in enrollment (100 students or more) are expected at Gridley, Secrist, Pistor and Magee, with most of the losses occurring in the next five years. The remaining middle schools are projected to show losses of 3 to 11 percent, with the exception of Roberts Naylor which is expected to grow by 10 percent (or 25 students) over 10 years.

At the high school level, Tucson currently has the highest enrollment at 3,225 students, but it is projected to have modest declines of about 110 students over the next 10 years. In contrast, Sabino and Sahuaro, and to a lesser extent Santa Rita, are projected to experience significant declines in the next five years (200 to 600 students each) and then remain fairly stable, with only very small declines in the second five year period. Only Cholla and Pueblo are projected to have enrollment growth, primarily concentrated in the first five year period. Catalina and Palo Verde are expected to remain stable throughout the ten year projection period.



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| School / Code | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2013-18 | 2018-23 |
|-------------------|-----|------|------|------|------|------|------|------|------|------|------|------|---------|---------|
| Banks | 120 | 354 | 349 | 351 | 344 | 336 | 337 | 339 | 341 | 344 | 350 | 355 | -17 | 18 |
| Blenman | 125 | 461 | 466 | 468 | 461 | 445 | 441 | 435 | 429 | 426 | 425 | 424 | -20 | -17 |
| Bloom | 128 | 372 | 364 | 353 | 352 | 350 | 347 | 340 | 337 | 336 | 336 | 336 | -25 | -12 |
| Bonillas | 131 | 434 | 430 | 420 | 417 | 419 | 415 | 410 | 408 | 408 | 409 | 411 | -19 | -4 |
| Borman | 140 | 459 | 500 | 529 | 551 | 565 | 556 | 542 | 541 | 539 | 539 | 540 | 97 | -16 |
| Borton | 143 | 403 | 398 | 394 | 394 | 396 | 391 | 394 | 396 | 398 | 402 | 407 | -12 | 16 |
| Carrillo/Drachman | 161 | 310 | 309 | 304 | 303 | 299 | 298 | 298 | 298 | 300 | 303 | 307 | -12 | 9 |
| Cavett | 167 | 286 | 277 | 277 | 292 | 316 | 354 | 398 | 436 | 455 | 457 | 459 | 68 | 105 |
| Collier | 170 | 212 | 204 | 198 | 191 | 194 | 194 | 196 | 198 | 201 | 207 | 211 | -18 | 17 |
| Cragin | 179 | 328 | 326 | 323 | 319 | 314 | 305 | 305 | 303 | 304 | 305 | 306 | -23 | 1 |
| Davidson | 185 | 310 | 315 | 320 | 320 | 315 | 305 | 303 | 300 | 298 | 298 | 298 | -5 | -7 |
| Davis | 191 | 346 | 344 | 339 | 342 | 342 | 346 | 344 | 349 | 353 | 359 | 367 | -1 | 21 |
| Dietz | 197 | 363 | 356 | 345 | 335 | 330 | 328 | 325 | 324 | 324 | 324 | 324 | -35 | -4 |
| Dunham | 211 | 207 | 206 | 201 | 197 | 196 | 198 | 201 | 200 | 202 | 205 | 205 | -9 | 7 |
| Erickson | 215 | 561 | 557 | 553 | 540 | 530 | 526 | 518 | 510 | 505 | 502 | 499 | -35 | -26 |
| Ford | 218 | 394 | 388 | 395 | 395 | 386 | 383 | 379 | 376 | 374 | 375 | 375 | -11 | -8 |
| Fruchthendler | 225 | 378 | 365 | 363 | 369 | 365 | 359 | 359 | 361 | 362 | 362 | 363 | -19 | 5 |
| Gale | 228 | 400 | 385 | 383 | 370 | 363 | 366 | 373 | 379 | 386 | 392 | 396 | -34 | 30 |
| Grijalva | 231 | 712 | 682 | 674 | 664 | 659 | 658 | 643 | 638 | 636 | 637 | 637 | -53 | -21 |
| Hollinger | 233 | 368 | 362 | 357 | 349 | 347 | 343 | 339 | 337 | 336 | 337 | 338 | -24 | -6 |
| Henry | 238 | 395 | 395 | 387 | 380 | 374 | 362 | 365 | 362 | 364 | 369 | 373 | -33 | 11 |
| Holladay | 239 | 260 | 254 | 259 | 263 | 271 | 268 | 274 | 277 | 279 | 281 | 285 | 8 | 17 |
| Howell | 245 | 330 | 329 | 325 | 325 | 326 | 325 | 318 | 316 | 316 | 316 | 316 | -5 | -9 |
| Hudlow | 251 | 270 | 268 | 263 | 256 | 258 | 260 | 257 | 256 | 258 | 259 | 261 | -10 | 1 |
| Hughes | 257 | 348 | 352 | 350 | 344 | 339 | 333 | 331 | 328 | 327 | 328 | 330 | -15 | -3 |
| Johnson/Lawrence | 266 | 253 | 253 | 252 | 251 | 251 | 251 | 252 | 255 | 260 | 269 | 277 | -2 | 26 |
| Kellond | 275 | 579 | 576 | 575 | 567 | 571 | 568 | 560 | 558 | 560 | 563 | 566 | -11 | -2 |
| Lawrence | 277 | 23 | 23 | 23 | 23 | 24 | 24 | 24 | 24 | 25 | 26 | 26 | 1 | 3 |
| Lineweaver | 281 | 557 | 556 | 551 | 542 | 542 | 539 | 537 | 537 | 540 | 543 | 547 | -18 | 8 |
| Lynn/Urquides | 287 | 902 | 900 | 886 | 874 | 863 | 848 | 846 | 844 | 849 | 860 | 869 | -54 | 21 |
| Maldonado | 290 | 375 | 355 | 351 | 342 | 342 | 338 | 344 | 344 | 345 | 348 | 352 | -37 | 14 |

TABLE 20ELEMENTARY SCHOOL ENROLLMENT: 2008/09-2023/24

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| School / Code | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2010/11 | 2020/2 | 2022 | 2023 | 2013-18 | 2018-23 |
|-----------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|--------|------------|-----------|------------|
| Manzo | 202 | 2010 | 2011 | 2010 | 2010 | 200 | 2010 | 2017 | 2020 | 2021 | 201 | 201 | 2010 10 | <u> </u> |
| Marshall | 293 | 204 222 | 297 | 290 | 299 | 206 | 202 | 297 | 290 | 299 | 201 | 202 | 22 | -Z 1 |
| Millor | 290 | 565 | 515 | 500 | 500 | 500 | 503 | 500 | 290 511 | 290 552 | 562 | 502 571 | -29 10 | - I 2/I |
| Mission View | 300 211 | 244 | 240 | 203 | 049 071 | 04Z | 047 041 | 04 I 020 | 244 | 202 | 203 | 240 | -10 | 24 1 |
| Muors/Canoung | 217 | 244 | 240 | 230 | 241 | 242 | 241 | 200 | 250 | 250 | 239 | 240 | -4 10 | ו- ד |
| Ochoa | 272 | 204 | 203 | 201 | 203 | 201 | 200 | 200 | 201 | 202 | 204 | 206 | -17 | -1 |
| Ovama | 323 227 | 204 | 203 /12 | 201 | 203 | 201 | 200 | 200 | 201 | 202 | 204 | 200 | -0 | 2 |
| Duoblo Cardons | 220 | 424 205 | 296 | 40Z 286 | 370 202 | 220 | 295 | 220 | 206 | 200 | 200 | 303 | -27 | 5 17 |
| Pueblo Galuelis | 327 251 | 27J 152 | 125 | 200 //21 | 202 /10 | 200 /15 | 20J /12 | 272 /15 | 270 126 | 290 127 | 1/10 | 303 457 | -9 | 17 |
| Robison | 353 | 363 | 257 | 320 | 252 | 350 | 3/0 | 3/0 | 220 | 228 | 228 | 220 | -40 | -1 |
| Rose | 355 | 563 | 557 | 558 | 540 | 5/2 | 527 | 52/ | 510 | 517 | 517 | 518 | -25 | _0 |
| Sewell | 395 | 303 | 306 | 306 | 299 | 300 | 291 | 290 | 287 | 287 | 288 | 289 | -30 | -3 |
| Soleng Tom | 410 | 463 | 445 | 431 | 425 | 423 | 419 | 423 | 424 | 431 | 438 | 442 | -44 | 23 |
| Steele | 413 | 329 | 333 | 338 | 333 | 334 | 329 | 326 | 324 | 324 | 325 | 326 | 0 | -4 |
| Tolson | 417 | 354 | 346 | 335 | 325 | 315 | 312 | 312 | 313 | 312 | 317 | 324 | -42 | 12 |
| Tully | 419 | 387 | 387 | 390 | 388 | 387 | 389 | 383 | 386 | 387 | 389 | 394 | 2 | 5 |
| Van Buskirk | 431 | 356 | 361 | 365 | 362 | 364 | 354 | 350 | 348 | 346 | 345 | 346 | -3 | -8 |
| Vesey | 435 | 606 | 633 | 657 | 685 | 719 | 757 | 808 | 860 | 901 | 963 | 1,034 | 151 | 277 |
| Warren | 440 | 233 | 228 | 232 | 233 | 235 | 230 | 228 | 230 | 235 | 241 | 242 | -3 | 12 |
| Wheeler | 443 | 449 | 451 | 457 | 455 | 457 | 447 | 445 | 443 | 442 | 443 | 445 | -2 | -2 |
| White | 449 | 679 | 671 | 669 | 663 | 661 | 667 | 661 | 664 | 668 | 677 | 686 | -12 | 18 |
| Whitmore | 455 | 358 | 349 | 346 | 343 | 341 | 336 | 340 | 340 | 344 | 349 | 353 | -22 | 18 |
| Wright | 461 | 395 | 392 | 389 | 379 | 376 | 370 | 363 | 359 | 356 | 355 | 354 | -25 | -16 |
| Booth Fickett | 510 | 479 | 479 | 470 | 462 | 460 | 456 | 453 | 451 | 452 | 454 | 455 | -23 | -1 |
| Morgan Maxwell | 521 | 353 | 349 | 341 | 339 | 338 | 335 | 333 | 335 | 337 | 340 | 344 | -19 | 9 |
| McCorkle | 523 | 512 | 508 | 504 | 502 | 508 | 506 | 502 | 503 | 505 | 510 | 515 | -5 | 9 |
| Roberts Naylor | 525 | 335 | 326 | 313 | 304 | 296 | 285 | 286 | 282 | 280 | 279 | 279 | -50 | -6 |
| Safford | 535 | 265 | 269 | 265 | 264 | 264 | 260 | 260 | 260 | 261 | 264 | 267 | -6 | 7 |
| Roskruge | 595 | 304 | 307 | 304 | 299 | 293 | 294 | 290 | 289 | 288 | 290 | 291 | -10 | -3 |
| Other | 999 | 486 | 483 | 476 | 474 | 468 | 466 | 466 | 467 | 469 | 474 | 479 | -20 | 13 |
| TOTAL | | 23,713 | 23,501 | 23,338 | 23,166 | 23,116 | 22,991 | 22,962 | 23,035 | 23,161 | 23,380 | 23,619 | -722 | 628 |

TABLE 20 (Continued) K-5 ELEMENTARY SCHOOL ENROLLMENT: 2013/14-2023/24

Source: Applied Economics, 2013.



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| | | | | 6-8 MID | DLE SCF | HOOL EP | ROLLIV | IENT: 20 |)13/14-20 |)23/24 | | | | |
|----------------|-----|--------|--------|---------|---------|---------|--------|----------|-----------|--------|-------|-------|---------|---------|
| School / Code | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2013-18 | 2018-23 |
| Lawrence | 277 | 151 | 146 | 151 | 148 | 148 | 144 | 144 | 144 | 145 | 145 | 145 | -7 | 1 |
| Pueblo Gardens | 329 | 125 | 126 | 116 | 121 | 114 | 121 | 116 | 118 | 113 | 114 | 112 | -4 | -9 |
| Robins | 351 | 123 | 127 | 128 | 123 | 117 | 112 | 114 | 117 | 118 | 119 | 119 | -11 | 7 |
| Rose | 371 | 176 | 178 | 163 | 168 | 159 | 170 | 161 | 167 | 159 | 158 | 156 | -6 | -14 |
| Doolen | 505 | 796 | 805 | 781 | 771 | 775 | 790 | 780 | 769 | 751 | 744 | 732 | -6 | -58 |
| Booth Fickett | 510 | 802 | 773 | 752 | 749 | 735 | 749 | 753 | 767 | 753 | 740 | 733 | -53 | -16 |
| Gridley | 511 | 731 | 692 | 647 | 621 | 606 | 617 | 608 | 608 | 598 | 594 | 586 | -114 | -31 |
| Magee | 515 | 649 | 623 | 642 | 614 | 592 | 573 | 567 | 568 | 558 | 554 | 549 | -76 | -25 |
| Mansfeld | 520 | 806 | 782 | 780 | 751 | 757 | 741 | 743 | 737 | 735 | 724 | 720 | -65 | -21 |
| Morgan Maxwell | 521 | 52 | 52 | 51 | 49 | 49 | 48 | 48 | 48 | 48 | 47 | 47 | -4 | -1 |
| McCorkle | 523 | 321 | 314 | 306 | 293 | 286 | 285 | 286 | 292 | 291 | 288 | 288 | -36 | 3 |
| Roberts Naylor | 525 | 263 | 268 | 273 | 276 | 282 | 295 | 306 | 308 | 299 | 292 | 288 | 32 | -7 |
| Pistor | 527 | 960 | 924 | 895 | 886 | 856 | 842 | 851 | 853 | 865 | 849 | 845 | -118 | 3 |
| Safford | 535 | 602 | 583 | 596 | 582 | 583 | 578 | 585 | 587 | 581 | 577 | 575 | -24 | -3 |
| Secrist | 537 | 638 | 604 | 572 | 538 | 529 | 525 | 524 | 516 | 512 | 503 | 495 | -113 | -30 |
| Utterback | 550 | 691 | 669 | 643 | 634 | 628 | 657 | 666 | 682 | 670 | 665 | 659 | -34 | 2 |
| Vail | 555 | 672 | 664 | 654 | 655 | 643 | 638 | 642 | 651 | 643 | 628 | 621 | -34 | -18 |
| Valencia | 557 | 969 | 972 | 960 | 958 | 946 | 958 | 953 | 966 | 964 | 985 | 1,000 | -11 | 42 |
| Roskruge | 595 | 387 | 378 | 377 | 368 | 368 | 366 | 367 | 367 | 364 | 361 | 360 | -21 | -6 |
| Unknown | 502 | 420 | 413 | 408 | 401 | 396 | 393 | 393 | 394 | 390 | 385 | 382 | -27 | -11 |
| Other | | 389 | 378 | 367 | 360 | 357 | 365 | 367 | 372 | 366 | 362 | 359 | -24 | -5 |
| TOTAL | | 10,723 | 10,471 | 10,260 | 10,067 | 9,927 | 9,969 | 9,976 | 10,030 | 9,922 | 9,835 | 9,772 | -754 | -197 |

TABLE 21 6-8 MIDDLE SCHOOL ENROLLMENT: 2013/14-2023/24

Source: Applied Economics, 2013.



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| School / Code | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2013-18 | 2018-23 |
|---------------|-----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|
| Catalina | 610 | 1,021 | 998 | 1,008 | 1,008 | 1,010 | 1,007 | 998 | 1,003 | 1,015 | 1,011 | 1,007 | -14 | 0 |
| Cholla | 615 | 1,680 | 1,736 | 1,789 | 1,862 | 1,913 | 1,902 | 1,898 | 1,884 | 1,873 | 1,877 | 1,895 | 222 | -7 |
| Palo Verde | 620 | 953 | 926 | 926 | 911 | 886 | 879 | 871 | 868 | 892 | 908 | 905 | -74 | 26 |
| Pueblo | 630 | 1,508 | 1,624 | 1,695 | 1,736 | 1,769 | 1,704 | 1,676 | 1,624 | 1,612 | 1,615 | 1,597 | 196 | -107 |
| Rincon | 640 | 1,125 | 1,079 | 1,067 | 1,042 | 1,031 | 1,031 | 1,009 | 983 | 985 | 972 | 963 | -94 | -68 |
| Sabino | 645 | 1,060 | 913 | 791 | 703 | 645 | 637 | 640 | 635 | 630 | 621 | 617 | -423 | -20 |
| Sahuaro | 650 | 1,834 | 1,663 | 1,528 | 1,422 | 1,281 | 1,214 | 1,172 | 1,130 | 1,133 | 1,132 | 1,126 | -620 | -88 |
| Santa Rita | 655 | 927 | 869 | 838 | 815 | 781 | 739 | 714 | 689 | 682 | 690 | 689 | -188 | -51 |
| Tucson | 660 | 3,225 | 3,217 | 3,206 | 3,223 | 3,223 | 3,176 | 3,142 | 3,099 | 3,099 | 3,109 | 3,115 | -49 | -61 |
| Unknown | 675 | 1,008 | 931 | 881 | 837 | 804 | 793 | 784 | 777 | 781 | 778 | 777 | -215 | -16 |
| Other | | 198 | 194 | 193 | 191 | 190 | 188 | 185 | 183 | 184 | 184 | 184 | -10 | -4 |
| TOTAL | | 14,539 | 14,150 | 13,921 | 13,750 | 13,532 | 13,270 | 13,091 | 12,875 | 12,888 | 12,898 | 12,874 | -1,269 | -396 |

TABLE 22HIGH SCHOOL ENROLLMENT: 2013/14-2023/24

Source: Applied Economics, 2013.



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Dale B Sales Representative D.R. Horton

Tim Bolton Planner Arizona State Land Department

> Patricia Gehlen CDRC Manager City of Tucson

Glen Moyer Planner City of Tucson

Chris Poirier Assistant Planning Director Pima County

Gordon Taylor Planner Arizona State Land Department **Jim Bazacco** Planner City of Tucson

Shaun Brown Planning Technician Tucson Unified School District

Derrick Kramer GIS Technician Pima Association of Governments

Bryant Nodine Program Manager Tucson Unified School District

> Michael St. Paul Planning Technician City of Tucson

