



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

**NOTICE IS HEREBY GIVEN** of a meeting of the Corvallis School District Board of Directors.

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Monday, February 22, 2016 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) at least 48 hours before the meeting.*

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBjVQ?> A recording of the meeting will also be posted to that channel.**

**POSTED:** Corvallis School District Administration Building  
Hans Boyle, Education Editor, Gazette Times (Via Email)

**For more information, please contact Kim Nelson at 541-757-5841 or at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Monday, February 22, 2016  
6:30 PM

**AGENDA**  
Special Meeting of the  
**BOARD OF DIRECTORS**  
Corvallis School District 509J

Meeting Details: Monday, February 22, 2016, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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I. DEMOGRAPHICS STUDY



# Corvallis School District

Corvallis, Oregon

## 5-Year Student Population Projections By Residence

### Fall 2016-2020

(Based on Fall 2015 Data)

February 5, 2016

Prepared by



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\*The Third Party Demographic Reports are prepared using ESRI’s Community Analyst Online (CAO). Reports are created by overlaying the Corvallis School District boundary onto the ESRI CAO data. These reports are for informational purposes only; DDP is not responsible for the accuracy of the data.

## *INTRODUCTION*

The Corvallis School District has contracted with Davis Demographics & Planning, Inc. (DDP) to develop and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work includes: mapping the District, address matching the current student file, developing and researching pertinent demographic data, identifying future residential development plans and developing a five-year student population projection. DDP will then assist the District in developing solutions for housing future student population. Additionally, this study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

The purpose of this report is to identify and inform the District of the trends occurring in the community; how these trends may affect future student population; and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The District can then use this information to better plan for the need, location and timing of facility or boundary adjustments.

The **Sources of Data** section details where the two sources of data, geographic and non-geographic, are collected and how each data item is used in the five-year student population projection model.

The **Five-Year Projection Methodology** section discusses in detail how the factors used in the study were calculated and why they were used. These factors include the calculation of incoming kindergarten classes, additional students from new housing (referred to as student yield), the effects of student mobility, and a detailed review of planned residential development within the District.

While reading this report, it is important to remember that this is a snapshot of current (October 2015) and potential student population based upon data gathered in October 2015 through January 2016. Population demographics change, development plans change, funding opportunities can change, District priorities can change, and therefore, new projections and adjustments to the overall Master Plan will continue to be necessary in the future.

## *EXECUTIVE SUMMARY*

Davis Demographics & Planning, Inc. is assisting the Corvallis School District in planning for future student population changes. By factoring current and historical student data with demographic data and planned residential development, DDP calculated a five-year student population projection. This projection is based upon residence of the students and is designed to alert the District as to when and where student population shifts will occur.

The Corvallis School District saw growth from 2011 through 2014, growing nearly 239 K-12 students during that time span. The current 2015/2016 school year saw a slight drop of students (-10 K-12 students). According to the projections, Corvallis School District could expect to see the largest amount of growth in K-12 student population in 2017 with an increase of 43 K-12 students. The growth in the District is expected to continue throughout the rest of the projection window, with the exception of a slight decrease in 2018 (-19 K-12 students). By 2020 the District is projected to see a net growth of +117 K-12 students. As of October 2015, the District stood at 6,593 K-12 students. By Fall 2018 that figure could be closer to 6,658 and by 2020 the total K-12 student enrollment can be at 6,710 students. At this point in time the District has no known new residential or planned residential development. If residential development starts within the upcoming years, the district may see the projection totals grow at a faster rate.

### Summary for Grades K-5

According to the Fall 2015 enrollment figures, Hoover Elementary is the District's largest school, housing 433 K-5 students, followed by Garfield Elementary with 430 K-5 students. The other K-5 sites house 399 or fewer students (with Mountain View ES housing the fewest at 305 K-5 students). The overall K-5 projections show an increase in current resident students. Jefferson ES will have the largest increase of K-5 resident students with a 2020/2021 school year of 402 resident K-5 students (net growth of +83). The school with the largest elementary decline is Adams, followed closely by Mountain View. Adams ES can expect to see a K-5 enrollment in the Fall of 2020 of 282 resident students (net decrease of -101) and Mountain View ES may be at 356 (net decline of -60 students).

Three of the District's seven K-5 elementary schools may already be at or close to approaching their designed capacity over the next five years. It appears that Garfield, Hoover and Jefferson ES's may already be near their design capacity, and with growth anticipated in all three attendance areas, the District may need to consider making some boundary adjustments to better balance their enrollment counts with the neighboring schools that may have room (Lincoln, Mountain View and Wilson).

### Summary for Grades 6-8

According to the projections, the 6-8 student population for the Corvallis SD could expect to see a gain of about 186 students from 2015 to 2020 as larger 6<sup>th</sup> grade class sizes enter the District. The Fall 2015 6-8 student counts (including Out-of-Districts) was 1,441 students and could increase to 1,466 for the Fall 2016 school year. The only year of slight decline will be in the 2017/2018 school year where the Districts 6-8 enrollment will drop to 1,457 students. After that, the district should see a slow increase through the remaining year, with a Fall 2020 projection of 1,627 6-8 students.

Currently, there is a difference of 101 6-8 students between the two middle schools' attendance area. That margin will begin to narrow throughout the five year projection window and in the 2020/2021 school year the difference will be about 85 6-8 students. The Chedlelin MS area is the smaller of the two middle schools, but currently shows the most growth with a net total of 94 resident 6-8 students by the 2020/2021 school year. Linus Pauling MS has a current resident 6-8 student count of 740 and shows a net growth by 2020 of 78 resident 6-8 students. Overall, the 6-8 population could reach around 1,612 by 2020. By 2020 the 6-8 students counts may be approaching the District's 6-8 capacity and the District will need to closely monitor this growth over the next few years. Slight boundary adjustments may be necessary to better balance the enrollment between these two 6-8 middle schools.

#### Summary for Grades 9-12

The Corvallis School District, had been experiencing a decrease of its high school population from 07/08 through 11/12, and then saw an inconsistent growth and decline for the remaining years up to 2015. Overall, the District's 9-12 student population is not anticipated to grow much over the next five years. Currently, the Corvallis SD has 2,228 9-12 students and that could grow to over 2,253 by Fall 2020 (a net growth of only 25 9-12 students).

Neither of the District's two high school attendance areas should come close to their designed capacities over the next five years. Over the next few years, the District may want to consider making some slight boundary adjustments to more evenly balance the enrollment figures at these two high schools.

## *SOURCES OF DATA*

### **Geographic Map Data**

Four geographic data layers were created for use in the five-year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Students – Historical and Current

#### **1) Street Centerline Data**

The street database has associated attributes that contains but are not limited to, the following fields: full street name, address range and street classification.

The main function of the streets is in the geo-coding process of the student data. Each student is address-matched to the streets by their given address. The geo-coding process places a point on the map for every student in the exact location that student resides. This enables DDP to analyze the student data in a geographic manner.

Another vital utilization of the digital street database is in the construction of study areas. Freeways, major streets, and neighborhood streets are used as boundaries for the study areas.

#### **2) Study Areas**

Study areas are small geographic areas and the building blocks of a school district; they are similar to neighborhoods. Study areas are geographically defined following logical boundaries of the neighborhood, such as freeways, streets, railroad tracks, rivers, etc. Each study area is then coded with the elementary, middle, and high school that the area is assigned to attend. By gathering information about the district at the study area level, you can closely monitor growth and demographic trends in particular regions and spot potential need for boundary changes or new facilities. There was 145 such study areas created for the Corvallis SD.

#### **3) Schools**

The District provided school detailed information to DDP for mapping the District facilities.

#### **4) Student Data**

- a. **Historical Student Data** - Historical enrollment is used to compare past student population growth and trends as well as the effects of mobility (move in, move out from existing housing) throughout the District. DDP utilized the last three years (2012, 2013, and 2014) of student enrollment data for each November from Fall 2012 through Fall 2014.
- b. **Current Student Data** - A student data file representing November 2015 (received by DDP as a computer data file from the School District) summarized by grade level and by

study area is used as a base for enrollment projections. Existing students were categorized by study area through the address-matching process that locates each student within a particular area based upon their given address. The projections run each of the next five years from Fall 2016 through Fall 2021.

The Student Accounting Summary (Table 1) indicates the total student enrollment as of November 2015 and the number of students used in the five-year student population projections. The projection model is based upon student residence and excludes students residing outside of the District’s boundaries, students with Grades = 13, Special Education students, and students in which DDP was not able to match. Special Education students were excluded from the projections (due to different classroom loading standards and that not all of the District’s elementary schools housed Special Education Students).

**Table 1– Student Accounting Summary**  
**Fall 2015 Actual Enrollment (Representing November 6, 2015)**

Total Students Provided by District File (to DDP on 11/6/2015)	6,734
Students Living outside of District boundary	- 313
Students with Grades = 13	-141
Special Ed Students	-86
Unmatched Students	-10
<b>STUDENTS USED IN PROJECTIONS</b>	<b>6,184</b>

### Non-Geographic Data

Two basic sets of non-geographic data were compiled and reviewed for use in the five-year student population projections by residence:

1. Births by Zip Code
2. Mobility Factors

*1) Births by Zip Code Data* - Birth data by postal zip code was obtained from the Oregon State Center for Health Statistics, for the years 1998-2014 and roughly correlated to the Corvallis School District's boundary. Past changes in historical birthrates are used to estimate incoming kindergarten student population from existing housing.

*2) Mobility Factors* - Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Mobility, similar to a cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections. The Mobility Factors help account for apartment movement, housing resales, and dropout rates at the high school level.

### ***FIVE-YEAR “RESIDENCE” PROJECTION METHODOLOGY***

The projection methodology used in this study combines historical student population figures, and past and present demographic characteristics to forecast future student population at the study area level. District-wide projections are summarized from the individual study area projections. **These projections are based upon where the students reside and where they should be attending school. DDP uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities should be located.** The best way to plan for future student population shifts is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections by residence.

#### ***Five-Year Projections***

Projections are calculated out five years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Five years are sufficient to adequately plan for a new facility. It is a short to mid-term solution for planning needs. Projections beyond five years are based upon speculation due to the lack of reliable information on birthrates, new home construction, economic conditions etc.

#### ***Why Projections are Calculated by Residence***

Typically, school district projections are based on enrollment by school. However, this method is inadequate when used to locate future school facility needs because the location of the students is not taken into consideration. A school’s enrollment can fluctuate due to variables in the curriculum, program changes, school administration, and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by DDP is unique because it modifies a standard cohort projection with demographic factors and actual student location. **DDP bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.**

The best way to plan for future schools is to know where the next group of students will be coming from. The following details the methodology used in preparing the student population projections.

***1) Progression*** - Each year of the projections, 12<sup>th</sup> grade students graduate and continuing students progress through to the next grade level. This normal progression of students is modified by the following factors:

***2) Incoming Kindergarten*** – Live birth data is reported to the Oregon State Center for Health Statistics, by the resident postal zip code of the mother. DDP uses birth data by zip code so, if need be, a different birth factor can be applied to various areas of the District.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births and birthrates. Table 2 shows the total births for the two main zip codes in the Corvallis School District area from 1998 to 2014. Incoming kindergarten classes are determined by multiplying the existing kindergarten class (2015) by the percent increase/decrease in the birthrate for the year the kindergarten class was born (2010). Assuming that the Fall 2015 kindergarten class was born in 2010, DDP compared the total births in 2010 to the total births in 2011, to determine a factor for next year's kindergarten class (Fall 2016). Similarly, 2010 was compared to 2012 (Fall 2017 K class), 2010 to 2013 (Fall 2018 K class) and 2010 to 2014 (Fall 2019 K class).

**Table 2– Birth Data by Zip Code**

	Benton Linn Total			Real Birthrate	Birthrates used by DDP	Year of Projection
	97333	97333	97333			
1998	176	0	176			
1999	172	6	178			
2000	166	4	170			
2001	200	6	206			
2002	177	3	180			
2003	180	4	184			
2004	193	8	201			
2005	204	1	205			
2006	216	3	219			
2007	215	2	217			
2008	197	8	205			
2009	202	4	206			
2010	206	7	213	<b>BASE YEAR</b>		
2011	218	2	220	103.3%	<b>1.033</b>	2016
2012	186	9	195	91.5%	<b>0.915</b>	2017
2013	179	7	186	87.3%	<b>0.873</b>	2018
2014	188	6	194	91.1%	<b>0.911</b>	2019
				90.0%	<b>0.900</b>	2020

	Benton			Real Birthrate	Birthrates used by DDP	Year of Projection
	97330					
1998	428					
1999	419					
2000	380					
2001	424					
2002	387					
2003	357					
2004	342					
2005	360					
2006	352					
2007	370					
2008	353					
2009	375					
2010	321			<b>BASE YEAR</b>		
2011	348			108.4%	<b>1.084</b>	2016
2012	365			113.7%	<b>1.137</b>	2017
2013	294			91.6%	<b>0.916</b>	2018
2014	320			99.7%	<b>0.997</b>	2019
				101.7%	<b>1.017</b>	2020

= PEAK YEAR

According to Table 2, the birth data for zip code 97330 shows a slight decrease of births (averaging 374 births a year during that time period) from 1998 to 2010. From 2011 to 2012 births see a slight increase, with total births in 2012 of 365 (for 97330). The 2014 birth data for 97330 show 1 less student than the base year (321), with 320 total births in 2014. Births for 97333 have not shown any kind of consistent trend. Births have been relatively unstable with average births from 1998 to 2010 of 197. The peak births for 97333 come in 2011 with 220 live births. The births then begin to decline in 2012 and 2013, but in 2014, the District sees a slight increase to 194 live births.

**3) Student Mobility Factors** - Student mobility factors further refine the five-year student population projections. Mobility refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). This factor takes into account the apartment movement within the District, as well as housing resales and dropout rates at the high school level. Mobility, similar to a cohort, is applied as a percentage of increase/decrease to each grade for every year of the projections. DDP used the District’s historical student data (representing data taken from the Fall October timeframe) for calculating these factors.

A net increase or decrease of zero students over time is represented by a factor of 100%. A net student loss is represented by a factor less than 100% and a net gain by a factor greater than 100% (see the example below).

$$\begin{array}{r} \text{Example:} \quad 100 \text{ K grade students in the Adams ES area for Fall 2015} \\ \quad \quad \quad \times 102.0\% \text{ (the K-1 Adams ES area Mobility Factor)} \\ \hline \mathbf{102.0 \text{ 1st grade students in Fall 2016 for that area in Adams}} \end{array}$$

The sampling used was taken over a four-year period (student data from 2012 through 2015) and four yearly groupings were calculated. For example, a comparison was made for the Fall 2012 K student population to the Fall 2013 1st grade students. This comparison was also conducted for the Fall 2013 & Fall 2014 and Fall 2014 & Fall 2015 groupings. Table 3, below, shows the Mobility Factors that were used for this year’s report.

**Table 3-Mobility Factors**  
*Using Fall 2012 through 2015 Student Data (3 Years of Change) by Elementary Attendance Area*

Corvallis SD Mobility (Using Fall 2012 through Fall 2015 Student Data)												
<i>(Excluding Study Areas that Have Had Development and Ones that Contain Low Student Counts)</i>												
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12
Adams ES	1.020	1.030	1.050	1.050	1.020	0.970	1.020	1.000	1.070	1.020	0.930	1.020
Garfield ES	1.020	0.960	0.930	1.010	1.110	1.000	1.000	1.020	1.250	1.030	1.040	1.090
Hoover ES	1.020	1.060	1.090	1.000	0.950	0.970	0.940	0.940	1.140	0.950	1.070	0.980
Jefferson ES	1.020	0.960	1.010	1.010	0.950	1.070	1.020	1.020	1.220	1.020	0.990	1.070
Lincoln ES	1.020	1.000	1.020	1.000	0.970	0.950	1.020	1.050	1.050	0.980	0.910	1.110
Mountain View ES	1.020	1.110	0.960	1.020	1.090	1.050	1.070	1.120	1.170	0.900	0.980	0.970
Wilson ES	1.020	0.960	1.060	0.970	1.000	1.100	1.040	0.980	1.070	0.860	0.940	0.970

*\*District requested to manually change G1 mobility factors for all attendance areas to 1.02 due to district wide implementation of full day kindergarten*

Based upon DDP's experience with many other school districts' data, the figures in Table 3 are very typical of communities like Corvallis SD. Garfield ES's K to 1 Mobility Factor is 102.0%. That means that for Garfield's area as students transition from Kindergarten to 1<sup>st</sup> grade (K to 1<sup>st</sup>) there is an average student increase of 2%.

### ***APPLYING THE VARIABLES TO GENERATE THE PROJECTIONS***

The following paragraphs summarize how DDP uses the factors to determine the student population projections. Remember that these projections are based on residence.

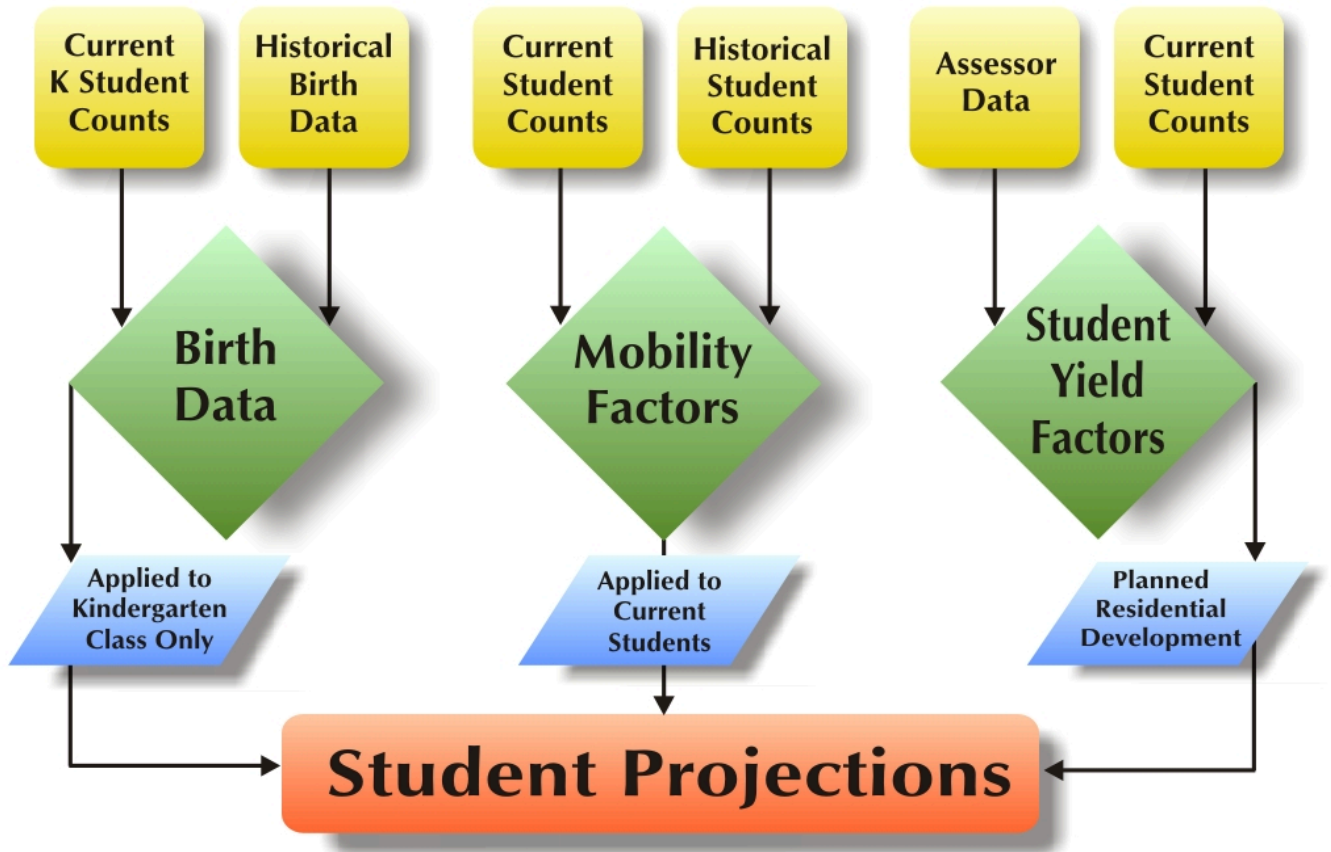
Corvallis School District has been broken up into 145 study areas and each are coded for each of the District's elementary, middle and high school, depending upon what attendance area they fall within. The residential projections are calculated at the study area level. This means that DDP conducts 145 individual projections that are based upon the number of students residing in each study area.

The first step in running these projections involves listing the number of students that live in a particular study area by each individual grade (Kindergarten through 12<sup>th</sup> grade). The current student base (Fall 2015) is then passed onto the next year's grade (2015's K become 2016's 1<sup>st</sup> graders, 2015's 1<sup>st</sup> graders become 2016's 2<sup>nd</sup> graders, and so on). After the natural progressions of students through the grades are applied, Birth Factors are then multiplied to the current Kindergarten class to generate a base for the following year's Kindergarten class. (*Section One*)

Next, a Mobility Factor is applied to all grades. Again, these factors take into account the natural in/out migration of students throughout the District. A specific Mobility Factor was calculated for each grade transition (K to 1<sup>st</sup>, 1<sup>st</sup> to 2<sup>nd</sup>, etc.) within each elementary attendance area and is applied to the appropriate grade (and school area) to estimate the next year's progressed students.

To finish generating the projections by residence, the same process is conducted for each of the 145 study areas. Once the projections have been run at the study area level, then it is simple addition to determine projections for each of the District's attendance areas or for a district-wide summary. For example, the residential projections for Adams Elementary School are simply the summary of all of the study areas that make up this specific attendance area (see *Section Four* for the projections of each elementary attendance area). The District Summary for the "residence" projections (*Section Three*) is a total summary of all 145 study areas, which excludes all of the students that attend a District school and live outside of the District's boundaries and students unable to be mapped. Then out-of-district students are factored back into the projections by simply adding the existing totals in at the bottom of the projections (please see the Attendance Matrices in *Section Two* for a breakdown of the out-of-district students by school). DDP adds the current total out-of-district to each year of the projections because there is no accurate way to forecast these students in the future.

DDP Student Projection Model



### ***THE K-5 ATTENDANCE MATRIX***

An Elementary (K-5) Attendance Matrix has been included to provide a better understanding of where students reside and where they attend school. This matrix helps to see a “snapshot” of the District’s current Open Enrollment patterns. DDP has also created a Middle and High Attendance Matrix on the following pages.

The attendance matrix acts as a checks and balance for student accounting. It shows where the students reside (what is their School of Residence) based upon our address matching capabilities and what school they attend (School of Attendance) based upon data in the student file supplied by the District. The inclusion of this matrix is essential to showing how the students used in the projections match up to the District’s records of enrollment for each school. The best way to plan for future facilities is to know where the next group of students will be coming from, not necessarily which school they are currently attending.

**Remember, DDP’s projections are based upon where the students reside, not where they attend school. DDP uses the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate depiction of where future facilities (if necessary) should be located.** Therefore, since the projections are based upon where the students reside, the figures DDP uses as a base for each school's resident projection may be slightly higher or lower than the actual reported enrollment for each school.

### **READING THE MATRIX**

Looking at the K-5 Elementary School Attendance Matrix on page 12, let us begin with Adams ES as an example. Following down the first column with the Adams Elementary heading, there are 296 K-5 grade students attending Adams ES and residing in the Adams ES attendance area. Continuing downward, ten students attend Adams ES, but reside in the Garfield ES attendance area. Next, it shows that two students attend Adams ES and reside in the Hoover Elementary attendance area, and so on.

The row named “Special Education” refers to all of the elementary level Special Education students attending the District. The 27 K-5 Special Ed students only attend Jefferson ES. The item entitled “Out-of-District” refers to students living outside of the Corvallis School District but attending one of the District's schools. There are ten Out-of-District students attending Adams ES. The item named “Unmatched” refers to the number of students that were unable to be mapped/located, due to incomplete address information; there were no K-5 students that fell into this category for Adams ES. The “Totals” row shows the total number of K-5 students attending a school regardless of where they reside; this should reflect the District’s enrollment counts for each school as of October 2015. There were 389 students attending Adams ES as of November 2015. At the bottom of the matrix, DDP lists the District’s “Open Enrollment Percentage,” a figure that lists the total number of students attending the particular school but live outside of its designated boundary. There were 103 such students attending Adams ES, calculating a percentage of 26.5%, which means that as of November 2015, 26.5% of Adams ES’s students came from outside of its current boundary.

The next step is to read across the matrix, beginning with the Adams ES attendance area row. It is now understood that the 296 represent the total number of K-5 grade students that reside in the Adams ES attendance area and attend Adams ES. The next column, titled Franklin K-8 School (Only K-5 on Matrix), lists the number of K-5 grade students that reside in the Adams ES's attendance area, but attend Franklin K-8 School. There were 25 K-5 students who resided in the Adams ES attendance area but attend Franklin as of November 2015.

The K-5 Students column in the beginning represents the total number of students living in that particular attendance area. There are 383 K-5 students residing in the Adams ES attendance area. Reading down the Totals column, you will find the number of K-5 students used in the Fall 2015 projections - - 2,764 K-5 students (excluding out-of-District, Special Ed and Unmatched students).

The Middle and High School Attendance Matrices (on pages 13 and 14) read in the same manner as the Elementary School Matrix.

### Fall 2015/2016 K-5 (Elementary School) Attendance Matrix "Open Enrollment" Patterns

SCHOOL OF RESIDENCE (BASED ON CURRENT ATTENDANCE AREAS)	Attendance Area	K-5 Students	SCHOOL OF ATTENDANCE (CODE)								Transfer Out Rates	
			Adams ES	Franklin K-8 School (Only K-5 on Matrix)	Garfield ES	Hoover ES	Jefferson ES	Lincoln ES	Mountain View ES	Muddy Creek Charter School		Wilson ES
	Adams ES	383	296	25	7	14	6	6	0	25	4	22.7%
	Garfield ES	365	10	37	222	8	18	13	6	10	41	39.2%
	Hoover ES	385	2	7	10	342	15	1	1	0	7	11.2%
	Jefferson ES	319	10	19	19	13	240	5	1	10	2	24.8%
	Lincoln ES	459	56	27	10	9	3	312	2	30	10	32.0%
	Mountain View ES	416	11	29	33	12	13	12	256	3	47	38.5%
	Wilson ES	437	4	23	110	27	16	5	11	1	240	45.1%
	<b>K-5 Sub-Totals:</b>	<b>2,764</b>	<b>389</b>	<b>167</b>	<b>411</b>	<b>425</b>	<b>311</b>	<b>354</b>	<b>277</b>	<b>79</b>	<b>351</b>	
	Special Education:	27	0	0	0	0	27	0	0	0	0	
	Out of District:	128	10	3	16	8	7	18	27	24	15	
	*Unmatched:	5	0	0	3	0	0	0	1	0	1	
	<b>K-5 Totals:</b>	<b>2,924</b>	<b>399</b>	<b>170</b>	<b>430</b>	<b>433</b>	<b>345</b>	<b>372</b>	<b>305</b>	<b>103</b>	<b>367</b>	
	# Enrolled, But Not Living in Attendance Area:	711	103	--	205	91	78	60	48	--	126	
	Open Enrollment % ("Transfer In" %):	25.7%	26.5%	N/A	49.9%	21.4%	25.1%	16.9%	17.3%	N/A	35.9%	
		District-wide										

The above data is based upon a database download provided to DDP by the Corvallis PSD representing enrollment in early November 2015.

\*Unmatched = Student data that could not be mapped due to incomplete address data.

35 = Large grouping of students attending a school outside of their assigned area.

32.2% = Transfer In or Out rates greater than 30%.

## Fall 2015/2016 6-8 (Middle School) Attendance Matrix

### "Open Enrollment" Patterns

SCHOOL OF RESIDENCE	CURRENT ATTENDANCE AREA	SCHOOL OF ATTENDANCE					<u>Transfers Out Rate</u>	
		Attendance Area	<u>6-8 Students</u>	<u>Franklin K-8 School (only 6-8)</u>	<u>Cheldelin MS</u>	<u>Linus Pauling MS</u>		<u>YES House</u>
		Cheldelin Middle School	639	78	478	83	0	25.2%
		Linus Pauling Middle School	740	104	40	596	0	19.5%
		<b>6-8 Sub Totals:</b>	<b>1,379</b>	<b>182</b>	<b>518</b>	<b>679</b>	<b>0</b>	
		<b>Special Education:</b>	<b>13</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>0</b>	
		<b>Out of District:</b>	<b>46</b>	<b>7</b>	<b>29</b>	<b>9</b>	<b>1</b>	
		<b>*Unmatched:</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	
		<b>6-8 Totals:</b>	<b>1,441</b>	<b>189</b>	<b>547</b>	<b>704</b>	<b>1</b>	
		<b># Enrolled Not Living in Attendance Area:</b>	<b>161</b>	<b>--</b>	<b>69</b>	<b>92</b>	<b>--</b>	
		<b>Open Enrollment % ("Transfer In" %):</b>	<b>11.7%</b>	<b>N/A</b>	<b>13.3%</b>	<b>13.5%</b>	<b>N/A</b>	
		<b>District-wide</b>						

The above data is based upon a database download provided to DDP by the Corvallis PSD representing enrollment in early November 2015.

\*Unmatched = Student data that could not be mapped due to incomplete address data.

### Fall 2015/2016 9-12 (High School) Attendance Matrix "Open Enrollment" Patterns

SCHOOL OF RESIDENCE	CURRENT ATTENDANCE AREA	SCHOOL OF ATTENDANCE				<u>Transfer Out Rates</u>
		Attendance Area	9-12 Students	<u>Corvallis HS</u>	<u>Crescent Valley HS</u>	
	Corvallis HS	1,141	1,018	111	12	10.8%
	Crescent Valley HS	900	147	752	1	16.4%
	<b>9-12 Sub Totals:</b>	<b>2,041</b>	<b>1,165</b>	<b>863</b>	<b>13</b>	
	<b>Special Education:</b>	<b>46</b>	44	2	0	
	<b>Out of District:</b>	<b>139</b>	20	104	15	
	<b>Students with Grade = 13</b>	<b>141</b>	85	56	0	
	<b>*Unmatched</b>	<b>2</b>	2	0	0	
	<b>9-12 Totals:</b>	<b>2,369</b>	<b>1,316</b>	<b>1,025</b>	<b>28</b>	
	<b># Enrolled, But Not Living in Attendance Area:</b>	<b>382</b>	167	215	--	
	<b>Open Enrollment % ("Transfer In" %):</b>	<b>18.7%</b>	14.3%	24.9%	N/A	
	<b>District-wide</b>					

The above data is based upon a database download provided to DDP by the Corvallis PSD representing enrollment in early November 2015.

= Large grouping of students attending a school outside of their assigned area.

\*Unmatched = Student data that could not be mapped due to incomplete address data.

***DISTRICT-WIDE STUDENT PROJECTIONS (BY “RESIDENCE”)***

The student population is projected out five years for each of the study areas and for the entire Corvallis School District. The District-Wide Summary enables the District to see a broad overview of future growth and what impact this growth will have on existing facilities. The study area listings enable the District to monitor student population growth or decline in smaller geographic areas within the District (please see *Appendix A* for the individual 145 Study Area projections).

At any point in time, study areas and their projected resident students can be shifted between schools to assist in balancing enrollment growth. Together, these projection summaries present the means for identifying the timing of additional student arrival and overall facility requirements and location to accommodate the District's expected growth.

The following page shows the District-Wide Projections by “Residence” using the Fall 2015 (mid-October) student data as the base. Five consecutive years are then projected from Fall 2016 through Fall 2020 with the Out-of-District, Unmatched, and Special Ed students separated from the sub-totals. The Out-of-District, Unmatched, and Special Ed student records are added back in for each projection year (after the sub-totals) using the same Fall 2015 figures. At the bottom of the District-Wide Projection, a projected annual change is listed.

For an exact breakdown of how many Out-of-District, Special Ed and Unmatched students there were for each elementary school as of Fall 2015, please see the K-5 Attendance Matrix on page 17.

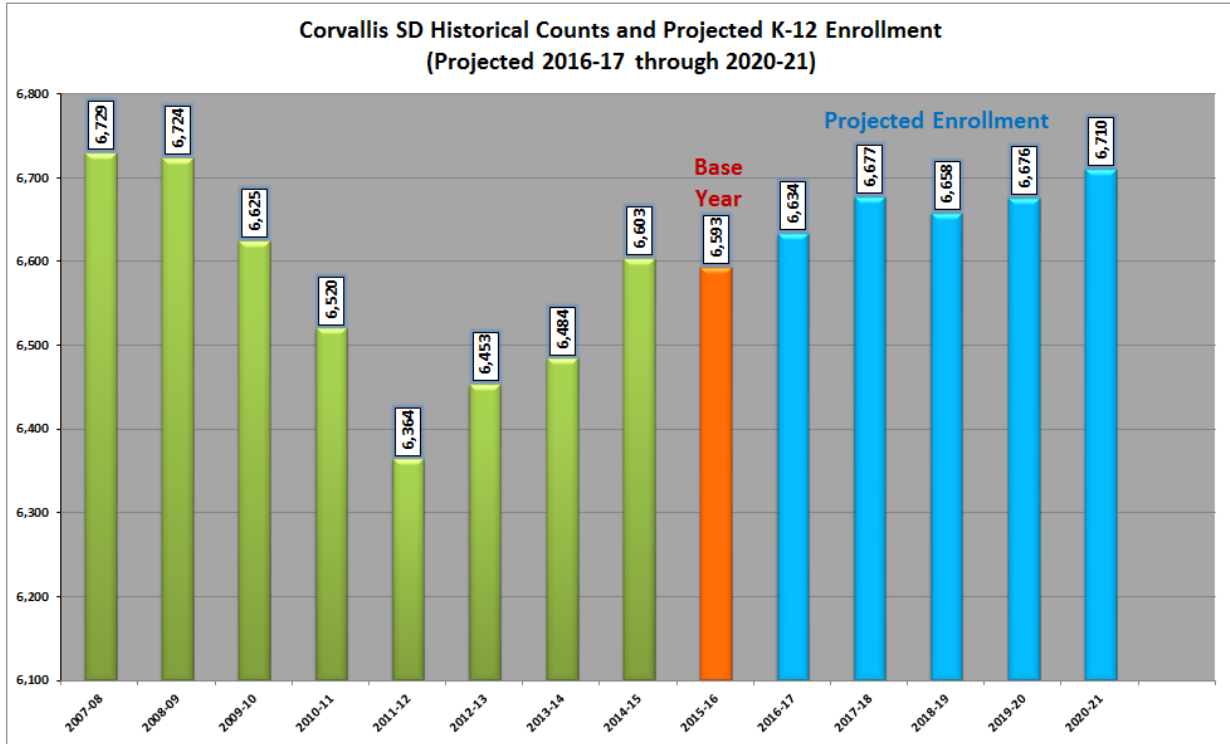
### District-Wide 5-Year Forecast

Projection Date 11/6/2015

	Actual Fall 2013	Actual Fall 2014	"Current" Fall 2015	Projected Resident Student Counts							
				Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020			
K	428	455	435	464.4	463.5	392.4	421.7	426.0			
1	486	478	461	443.7	473.7	472.8	400.3	430.1			
2	437	489	483	469.5	446.5	476.7	475.8	402.8			
3	439	442	499	492.4	475.8	453.8	484.5	483.5			
4	420	444	444	501.9	496.0	480.0	456.7	487.5			
5	461	439	442	449.3	506.8	501.6	488.2	460.6			
6	428	470	457	447.7	455.4	515.0	508.4	495.8			
7	470	439	474	466.0	455.2	463.1	525.7	516.9			
8	447	482	448	482.7	476.6	464.0	473.3	537.7			
9	533	537	519	509.3	546.9	540.3	525.9	538.7			
10	526	497	512	500.0	489.4	525.8	518.6	505.3			
11	537	499	506	500.0	490.1	480.5	514.3	506.4			
12	518	542	504	521.0	514.0	505.0	494.3	528.5			
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>			
Sub Total of Resident Students:	K-5	2,671	2,747	2,764	2,821.2	2,862.3	2,777.3	2,727.2	2,690.5		
	6-8	1,345	1,391	1,379	1,396.4	1,387.2	1,442.1	1,507.4	1,550.4		
	9-12	2,114	2,075	2,041	2,030.3	2,040.4	2,051.6	2,053.1	2,078.9		
	K-12	6,130	6,213	6,184	6,247.9	6,289.9	6,271.0	6,287.7	6,319.8		
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>			
Special Education Students:	K-5	26	19	27	22.0	22.1	21.7	21.3	21.0		
	6-8	20	12	13	20.0	19.9	20.6	21.4	22.0		
	9-12	30	34	46	37.0	37.2	37.4	37.4	37.8		
	K-12	76	65	86	79.0	79.2	79.3	79.5	79.9		
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>			
Out-of-District Students:	K-5	107	121	128	119.0	119.8	117.2	115.1	113.6		
	6-8	51	53	46	47.0	46.7	48.4	50.4	51.7		
	9-12	109	140	139	131.0	131.6	132.3	132.4	133.9		
	K-12	267	314	313	297.0	297.9	298.0	298.8	300.2		
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>			
Unmatched Students:	K-5	6	6	5	5.0	5.0	5.0	5.0	5.0		
	6-8	2	2	3	3.0	3.0	3.0	3.0	3.0		
	9-12	3	3	2	2.0	2.0	2.0	2.0	2.0		
	K-12	11	11	10	10.0	10.0	10.0	10.0	10.0		
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>			
Totals:	K-5	2,810	2,893	2,924	2967.2	3009.2	2921.1	2868.6	2830.2	-93.8	-3.2%
	6-8	1,418	1,458	1,441	1466.4	1456.8	1514.1	1582.3	1627.2	186.2	12.9%
	9-12	2,256	2,252	2,228	2200.3	2211.2	2223.2	2224.8	2252.6	24.6	1.1%
	K-12	6,484	6,603	6,593	6633.9	6677.1	6658.5	6675.7	6709.9	116.9	1.8%
		<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>	<u>Change from 2015-2020</u>	<u>#</u>
% Change:		<u>From '13 to '14</u>	<u>From '14 to '15</u>	<u>From '15 to '16</u>	<u>From '16 to '17</u>	<u>From '17 to '18</u>	<u>From '18 to '19</u>	<u>From '19 to '20</u>			
	K-5 Annual Change:	2.9%	1.1%	1.5%	1.4%	-3.0%	-1.8%	-1.4%			
	6-8 Annual Change:	2.7%	-1.2%	1.7%	-0.7%	3.8%	4.3%	2.8%			
	9-12 Annual Change:	-0.2%	-1.1%	-1.3%	0.5%	0.5%	0.1%	1.2%			
K-12 Annual Change:	1.8%	-0.2%	0.6%	0.6%	-0.3%	0.3%	0.5%				

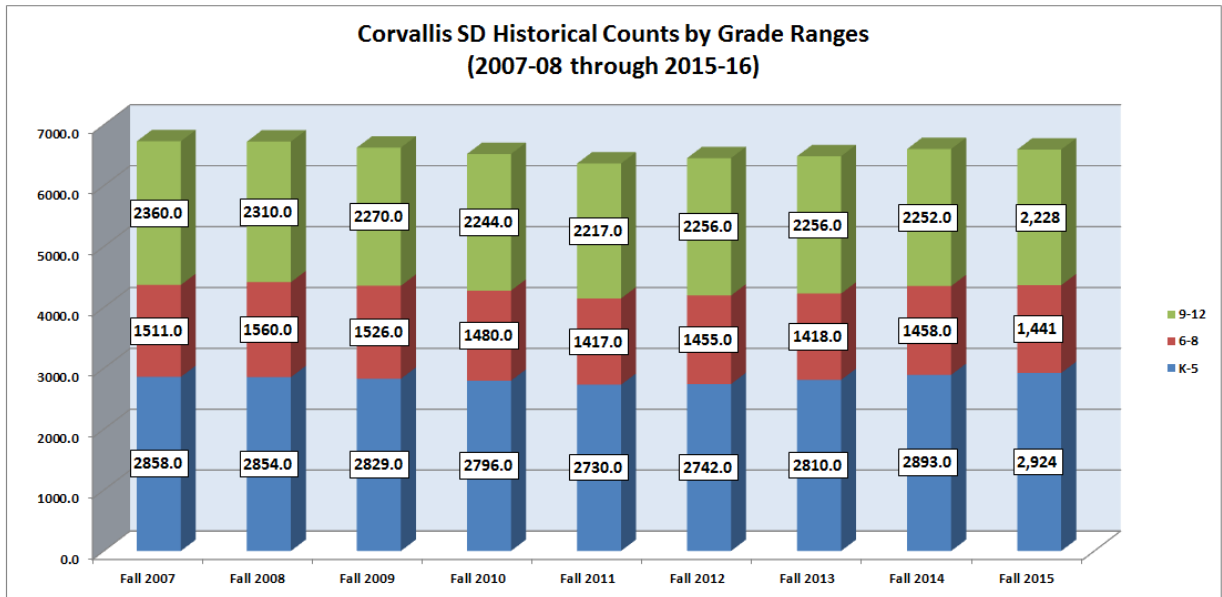
The above projections are based upon a student data file provided to DDP by the Corvallis SD representing early November 2015.

141 Fall 2015 students with a grade = 13 were given to DDP in the original student data file and were excluded from the above projections.



Sources: Corvallis School District and Oregon Department of Education  
This chart has been prepared by Davis Demographics and Planning, Inc.

The projected student counts from Fall 2015-16 through Fall 2020-21 were prepared by Davis Demographics and Planning in January 2015.



Sources: Corvallis School District and Oregon Department of Education  
This chart has been prepared by Davis Demographics and Planning, Inc.

The projected student counts from Fall 2015-16 through Fall 2020-21 were prepared by Davis Demographics and Planning in January 2015.

**District Wide Student Population Projection Trends (“Residence” Method)**

The Corvallis School District saw a loss of students from 2007 through 2012, declining by nearly 365 K-12 students during that time span. According to the projections, Corvallis Schools District could expect to see a gradual K-12 student population growth over the next five years. By 2016 the District is projected to see a growth (net +41 K-12 students), with a total K-12 enrollment of 6,634. From Fall 2017 to Fall 2020 the District may see an average K-12 student gain of 19 K-12 students per year. As of October 2015, the District stood at 6,593 K-12 students. By Fall 2020 that figure could be closer to 6,710.

Like the other grade ranges (6-8 and 9-12) in Corvallis SD historical enrollment showed a decline in K-5 students between 2007 and 2011. The Fall 2012 school year is when the K-5 classes for Corvallis SD began to recover. Growth has continued all the way to the current 2015/16 school year, with a total population of 2,924 K-5 students. K-5 projections show the population will continue to increase with a peak enrollment at the Fall 2017 school year. The Corvallis School District can expect to see a K-5 student population of about 3,009 students in the Fall of 2017, a net increase from 2015/16 to 2017/18 of about 85 K-5 students. Starting in Fall 2018 the District may see a decrease in K-5 enrollment and by the end of the projection window total enrollment for K-5 can be about 2,830 K-5 students.

The district saw a 6-8 student decline between the 09/10 and 11/12 school years with a loss of 143 6-8 students. Since then enrollment has been unstable with both increases and decreases. Fall 2015 saw a slight decrease to 1,441 6-8 students (1,458 in 2014). According to the projections, the 6-8 student population for the Corvallis SD could expect to see a slight increase of about 25 6-8 students in 2016, followed by a small decline in the Fall 2017 school year with a total of 1,457 6-8 students. The district may see an increase in 6-8 student enrollment starting in Fall 2018 and continue for the next few years through Fall 2020. The projections shows that from Fall 2018, 6-8 enrollment will begin to trend up with an enrollment of 1,514 in 2018 and by the end of the projection window, 6-8 student population may reach 1,627 (in 2020).

Since 2007, the Corvallis School District had been experiencing decline in its high school (9-12) student population through 2011. Over those years, Corvallis lost 143 9-12 students. In 2012, the District saw a slight increase of 39 high school students and in 2013 the high school class student population stayed at 2,256 9-12 students. Currently (2015), the Corvallis SD has 2,228 9-12 students and the projections show that the District's 9-12 student population should remain between 2,200-2,253 over the next five years.

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**Elementary School**  
**Attendance Boundaries**  
**with**  
**Projections**  
**Zoomed-In View**



**Hoover Elementary School Area**  
 385 Actual K-5 Students for Fall 2015  
 389 Projected K-5 Students for Fall 2016  
 399 Projected K-5 Students for Fall 2018  
 399 Projected K-5 Students for Fall 2020

**Wilson Elementary School Area**  
 437 Actual K-5 Students for Fall 2015  
 442 Projected K-5 Students for Fall 2016  
 427 Projected K-5 Students for Fall 2018  
 416 Projected K-5 Students for Fall 2020

**Mountain View Elementary School Area**  
 416 Actual K-5 Students for Fall 2015  
 424 Projected K-5 Students for Fall 2016  
 407 Projected K-5 Students for Fall 2018  
 356 Projected K-5 Students for Fall 2020

**Jefferson Elementary School Area**  
 319 Actual K-5 Students for Fall 2015  
 346 Projected K-5 Students for Fall 2016  
 370 Projected K-5 Students for Fall 2018  
 402 Projected K-5 Students for Fall 2020

**Garfield Elementary School Area**  
 365 Actual K-5 Students for Fall 2015  
 376 Projected K-5 Students for Fall 2016  
 386 Projected K-5 Students for Fall 2018  
 392 Projected K-5 Students for Fall 2020

**Adam Elementary School Area**  
 383 Actual K-5 Students for Fall 2015  
 365 Projected K-5 Students for Fall 2016  
 332 Projected K-5 Students for Fall 2018  
 282 Projected K-5 Students for Fall 2020

**Lincoln Elementary School Area**  
 459 Actual K-5 Students for Fall 2015  
 479 Projected K-5 Students for Fall 2016  
 456 Projected K-5 Students for Fall 2018  
 443 Projected K-5 Students for Fall 2020

Elementary Schools

Streets

**Elementary School Attendance Boundaries**

- Adams ES
- Garfield ES
- Hoover ES
- Jefferson ES
- Lincoln ES
- Mountain View ES
- Wilson ES

0.65 0.325 0 0.65 Miles



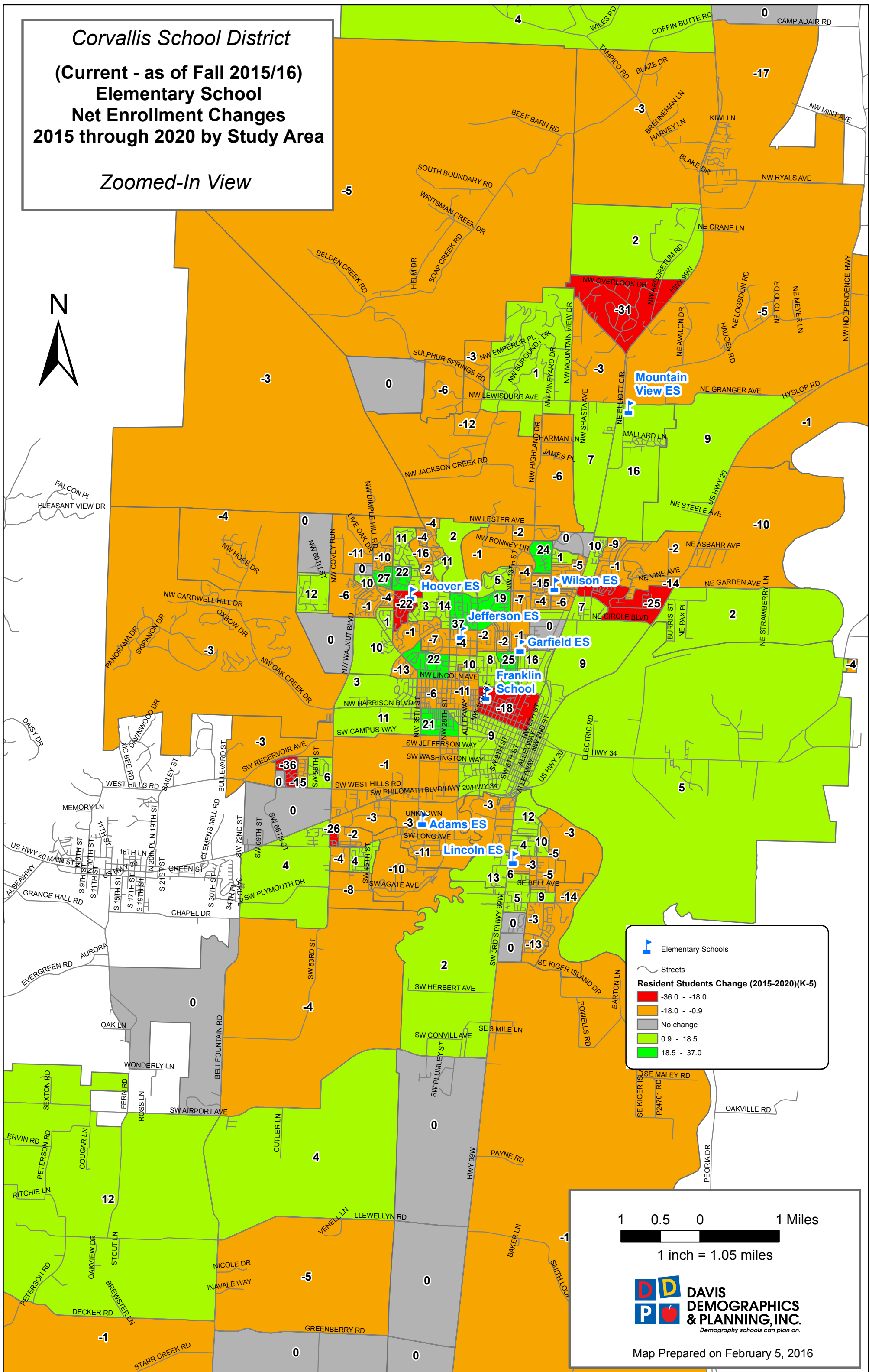
1 inch = 0.67 miles



Map Prepared on February 5, 2016

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**Elementary School**  
**Net Enrollment Changes**  
**2015 through 2020 by Study Area**

*Zoomed-In View*



Elementary Schools

Streets

**Resident Students Change (2015-2020)(K-5)**

- 36.0 - -18.0
- 18.0 - -0.9
- No change
- 0.9 - 18.5
- 18.5 - 37.0

1 0.5 0 1 Miles

1 inch = 1.05 miles

**DAVIS**  
**DEMOGRAPHICS**  
**& PLANNING, INC.**  
*Demography schools can plan on.*

Map Prepared on February 5, 2016

**Elementary School Attendance Area Projections (by "Residence")**

Attendance Area Adams ES      Projection Date 11/6/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS		
	2015	2016	2017	2018	2019	2020
K	46.0	47.5	42.1	40.2	41.9	41.4
1	61.0	46.9	48.5	42.9	41.0	42.7
2	70.0	62.8	48.3	49.9	44.2	42.2
3	65.0	73.5	66.0	50.7	52.4	46.4
4	65.0	68.2	77.2	69.3	53.3	55.0
5	76.0	66.3	69.6	78.7	70.7	54.3
K-5	383.0	365.2	351.7	331.7	303.5	282.0
2014	396.0					
2013	404.0					
2012	380.0					

Attendance Area Garfield ES      Projection Date 11/6/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS		
	2015	2016	2017	2018	2019	2020
K	67.0	71.8	72.4	60.6	65.3	66.1
1	56.0	68.3	73.2	73.9	61.9	66.6
2	67.0	53.8	65.6	70.3	70.9	59.4
3	57.0	62.3	50.0	61.0	65.3	65.9
4	56.0	57.6	62.9	50.5	61.6	66.0
5	62.0	62.2	63.9	69.9	56.1	68.4
K-5	365.0	376.0	388.0	386.2	381.1	392.4
2014	376.0					
2013	367.0					
2012	341.0					

Attendance Area Hoover ES      Projection Date 11/6/2015

	ACTUAL			PROJECTED RESIDENT STUDENTS		
	2015	2016	2017	2018	2019	2020
K	59.0	64.0	67.1	54.0	58.8	60.0
1	54.0	60.2	65.2	68.4	55.1	60.0
2	73.0	57.2	63.8	69.1	72.5	58.4
3	57.0	79.6	62.4	69.5	75.4	79.1
4	75.0	57.0	79.6	62.4	69.5	75.4
5	67.0	71.2	54.2	75.6	59.3	66.1
K-5	385.0	389.2	392.3	399.0	390.6	399.0
2014	375.0					
2013	353.0					
2012	371.0					

*Above projections EXCLUDE Out-of-District students and Special Education students. For a breakdown of Out-of-District students and Special Education students per school, then please refer to the Elementary School K-5 Attendance Matrix.*

*Elementary School Attendance Area Projections (by "Residence") continued*

Attendance Area Jefferson ES		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	66.0	71.5	75.0	60.5	65.8	67.1
1	50.0	67.3	73.0	76.5	61.7	67.1
2	50.0	48.0	64.6	70.1	73.5	59.2
3	58.0	50.5	48.5	65.3	70.8	74.2
4	53.0	58.6	51.0	49.0	65.9	71.5
5	42.0	50.3	55.7	48.5	46.5	62.6
K-5	319.0	346.2	367.8	369.9	384.2	401.7
2014	293.0					
2013	293.0					
2012	308.0					

Attendance Area Lincoln ES		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	77.0	79.5	70.5	67.2	70.1	69.3
1	79.0	78.5	81.1	71.9	68.6	71.5
2	76.0	79.0	78.5	81.1	71.9	68.6
3	101.0	77.5	80.6	80.1	82.8	73.3
4	65.0	101.0	77.5	80.6	80.1	82.8
5	61.0	63.1	98.0	75.2	78.2	77.7
K-5	459.0	478.6	486.2	456.1	451.7	443.2
2014	458.0					
2013	429.0					
2012	425.0					

Attendance Area Mountain View ES		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	53.0	57.5	60.3	48.5	52.8	53.9
1	94.0	54.1	58.6	61.5	49.5	53.9
2	68.0	104.3	60.0	65.0	68.2	55.0
3	66.0	65.3	100.2	57.6	62.4	65.5
4	69.0	67.3	66.6	102.2	58.8	63.7
5	66.0	75.2	73.4	72.6	111.4	64.0
K-5	416.0	423.7	419.1	407.4	403.1	356.0
2014	416.0					
2013	373.0					
2012	360.0					

*Above projections EXCLUDE Out-of-District students and Special Education students. For a breakdown of Out-of-District students and Special Education students per school, then please refer to the Elementary School K-5 Attendance Matrix.*

*Elementary School Attendance Area Projections (by "Residence") continued*

Attendance Area	Wilson ES		Projection Date 11/6/2015			
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	67.0	72.6	76.2	61.4	66.8	68.1
1	67.0	68.3	74.1	77.7	62.6	68.1
2	79.0	64.3	65.6	71.1	74.6	60.1
3	95.0	83.7	68.2	69.5	75.4	79.1
4	61.0	92.2	81.2	66.1	67.5	73.1
5	68.0	61.0	92.2	81.2	66.1	67.5
K-5	437.0	442.1	457.5	427.0	413.0	416.0
2014	431.0					
2013	450.0					
2012	418.0					

*Above projections EXCLUDE Out-of-District students and Special Education students. For a breakdown of Out-of-District students and Special Education students per school, then please refer to the Elementary School K-5 Attendance Matrix.*

*Projection Trends for the District's Elementary School (K-5) Attendance Areas ("Residence" Projections)*

As mentioned in the previous section, the Corvallis School District's K-5 student population (within its boundaries) could decrease by as many as 74 students over the next five years. From 2007 through 2011, the District's K-5 enrollment has declined by 128 K-5 students. In 2012, the K-5 counts started to turn around and rose to 2,742. In 2013, the K-5 counts rose again by 56 K-5 students reaching a total of 2,810 K-5 students. The growth is expected to continue to the Fall 2017 school year with a peak K-5 student enrollment of 3,009 students. Starting with the Fall 2018 school year K-5 student trends will begin to see a decline for the remaining years (2,830 by 2020).

The Corvallis School District can expect to see an increase in K-5 student counts for three of the District's seven elementary attendance areas, especially in the Jefferson ES area (see the map of projections on page 19). The Adams Elementary School Attendance Area could see the largest decline of K-5 students over the next five years with an overall loss of 101 K-5 students, while the Jefferson ES area could grow another 83 K-5 students. A small increase is expected for the Garfield (+27 K-5 students) and Hoover ES (+27) attendance areas through 2020. The Attendance Areas of Lincoln and Mountain View Elementary Schools could see a decrease of 16 to over 60 K-5 students, respectively, by 2020. The Attendance Area of Wilson Elementary is projected to decrease by 21 K-5 students, with a K-5 student population around 416 students by 2020.

According to the Fall 2015 enrollment figures (found on the Elementary Attendance Matrix on page 12), Hoover Elementary is now the District's largest school, housing 433 K-5 students, followed by Garfield Elementary with 430 K-5 students. The other K-5 sites house 400 or fewer students (with Mountain View ES housing the fewest at 305 K-5 students). Wilson ES has the largest population of K-5 students transferring out to another elementary school with a total of 197 K-5 students (not including Special Ed., out-of-District, or unmatched). Hoover ES has the District's lowest "transfer out rate" with a total of 43 K-5 students transferring to another District school. For the Fall 2015 school year Garfield Elementary school has the highest number of students transferring in. The total enrollment for Garfield ES (including Special Ed., out-of-District, and unmatched) is 430 K-5 students, with 205 of those K-5 students (nearly half of its enrollment) coming from another schools attendance area or from outside the District's boundary.

### Individual Attendance Area Analysis

#### Attendance Areas with Large Growth Potential

The **Jefferson Elementary School** attendance area had a total of 319 resident K-5 students for Fall 2015, which was 26 more students than it had the same time the previous year (it had 293 in 2014, 293 in 2013 and 308 in 2012). According to the Elementary Attendance Matrix (on page 12), the Jefferson Elementary School had a total of 345 K-5 students enrolled Fall 2015, down 10 from what it had in 2014 (337 in 2014, 330 in 2013 and 331 K-5 in 2012). Jefferson ES had 75 K-5 transfer students entering their school from outside its boundary (making up 24.1% of its student enrollment), while 79 of its resident K-5 students (24.8%) transfer out to other District schools. The projections show the Jefferson area growing annually, reaching around 346 resident K-5 students by Fall 2016, 370 by 2018 and nearly 402 by 2020. This growth is mainly due to larger incoming Kindergarten class sizes in recent years and small 5<sup>th</sup> grade classes graduating out and moving on to 6<sup>th</sup> grade.

**Garfield Elementary School** is the District's second largest school in terms of enrollment at 430 K-5. Garfield ES had by far the District's largest "transfer in" student population with 205 K-5 students (see the Elementary K-5 Attendance Matrix on page 12). The majority of "transfer in" students for Garfield are coming from the Wilson attendance area, with 110 K-5 students. The projections for Garfield's region increasing by only 27 K-5 resident students. For Garfield, the projected increase is expected to occur slowly and gradually. However, for If you look at the combined total of the resident counts in the current Jefferson and Garfield attendance areas, then the District could be looking at a total of 756 K-5 resident students by 2018 and 794 K-5 by 2020.

### Attendance Areas with Moderate Growth Potential

The **Hoover Elementary School** contained 385 resident K-5 students, which is 10 more K-5 students as it had the previous year (it had 375 in 2014, 353 in 2013 and 371 in 2012). Hoover ES had 91 K-5 transfer students entering their school from outside its boundary (making up 21.4% of its student enrollment), while 43 of its resident K-5 students (11.2%) transfer out to other District schools (the lowest figure among the District's elementary schools). Most of the students transferring in were from Adams ES (14) and from the Wilson area (27). The projections show growth in the Hoover area over the next five years. The largest year of growth takes place in the Fall 2020 school year with an increase of 8 K-5 students. Growth in the Hoover area is mostly due to high mobility factors in its younger grades. What has been happening in the Hoover area in recent years is that through housing resales and apartment migration, a net growth of new students are entering the District in the Hoover area. This is picked up by the Mobility Factors. Hoover ES, as well as Adams ES, has one of the District's highest mobility factors for the K-5 level. Hoover's area adds another 2% of students as they enter 1<sup>st</sup> grade, another 6% as they enter 2<sup>nd</sup> grade and another 9% entering 3<sup>rd</sup> grade. These are the main contributors to the Hoover area's projected growth over the next five years as these trends continue.

### Attendance Areas that Could Decline Over the Next Five Years

**Lincoln Elementary School** Attendance Areas is expected to see its student population peak by 2017 and then see declines through 2020. In 2015, Lincoln had a resident K-5 population of 459 students. Lincoln ES has had about 425-459 resident K-5 students the past four years. Of the 459 K-5 students living within the boundary Lincoln shows a "transfer out" rate of about 32% (147 K-5 students attending a different school), only capturing about 312 resident K-5 students. Lincoln Elementary is losing most of its K-5 students to Adams ES (56 transferring out) and Muddy Creek Charter School (30 transferring out) and Franklin (27 more students). Of all the elementary schools within the District, Lincoln has the smallest amount of students transferring in (15.5%); the majority of them coming from outside the District's boundaries (18 students). The projections show a slight growth for the next two years with the resident K-5 student counts for the 2017/2018 school year peaking at about 486 K-5 students. Starting with the 2018/2019 school year the Lincoln ES boundary can start to see a decline of K-5 students. The final projection year shows a total K-5 resident student population of 443 for the Lincoln attendance area.

**Wilson Elementary School** Attendance Areas is expected to see its student population peak by 2017 and then see declines through 2020. In 2015, Wilson had a resident K-5 population of 437 students. Wilson ES has had about 418-450 resident K-5 students the past four years. Of the 437 K-5 students living within the boundary Wilson shows a "transfer out" rate of about 45.1% (197 K-5 students attending a different school), only capturing about 240 resident K-5 students. Wilson Elementary is losing most of its K-5 students to Garfield ES (110 transferring out) and Hoover Elementary School (27 transferring out). Of all the elementary schools within the District, Wilson has the largest amount of students transferring out. The projections show a slight growth for the next two years with the resident K-5 student counts for the 2017/2018 school year peaking at about 457 K-5 students. Starting with the 2018/2019 school year the Wilson ES boundary can start to see a decline of K-5 students. The final projection year shows a total K-5 resident student population of 416 for the Wilson attendance area.

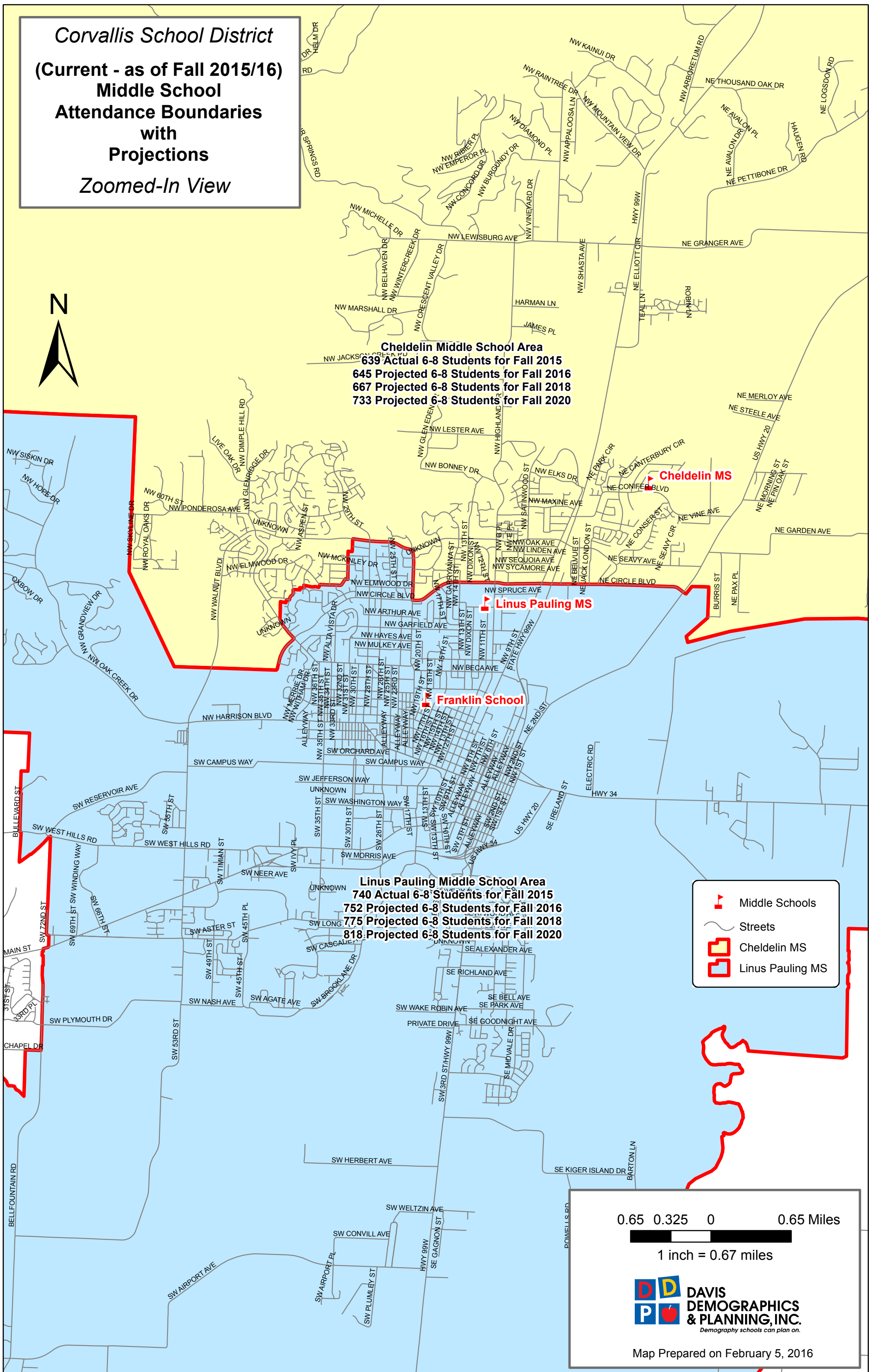
Both the **Mountain View and Adams Elementary School** Attendance Areas are expected to lose the most students over the five year projection window. The Mountain View attendance area had 416 K-5 resident students for both the 14/15 and 15/16 school years, but had much smaller resident counts for the 12/13 (360) to 13/14 (373) school years. The projections show that the Mountain View area may increase slightly to around 424 K-5 students in 2016 but for the next four years the attendance area can experience a decrease in K-5 enrollment. The largest year of decline for the Mountain View area can come in final year of the projections with a loss of 47 K-5 students (a total of 356 K-5 resident students); this equates to a net loss of 60 resident students over the next five years.

In 2015, the Adams ES area had 383 K-5 resident students, a decline from the 14/15 school year of 13 resident K-5 students. Following the 15/16 school year Adams can see another loss of 18 students, with a total resident population of 365 K-5 students. Additional decreases of K-5 students in the Adams area are expected for the remaining four years of the projections. The Adams attendance could experience the largest net loss of K-5 students within the District by the fourth year of the five year projection window, losing a net total of 80 students (303 resident K-5 students by 2019 and 282 by 2020). The main reason for these sharp declines in the Adams area is due to by far the smallest Kindergarten class size entering the area in 2015. The birthrates for the area show this trend continuing, therefore contributing to the decline over the next five years. Time will tell if this is a trend or an anomaly, but for now the indicators say that this may continue.

Two of the District's seven K-5 elementary schools may already be at or close to approaching their designed capacity over the next five years. It appears that Garfield and Jefferson ES's may already be near their design capacity, and with growth anticipated in all both attendance areas, the District may need to consider making some boundary adjustments to better balance their enrollment counts with the neighboring schools that may have room (Lincoln, Mountain View and Wilson).

*Remember that the Out-of-District students were not included in the "residence" projection; that accounts for 128 K-5 students (10 attending Adams ES, 3 K-5 at Franklin, 16 at Garfield ES, 8 at Hoover ES, 7 at Jefferson ES, 18 attending Lincoln ES, 27 going to Mountain View ES, 24 to Muddy Creek Charter and 15 to Wilson ES). In addition, the Franklin Magnet School does not have a boundary and pulls K-5 students from the entire District boundary. Franklin K-8 Magnet school pulls anywhere from 7-37 students from each of the District's seven elementary attendance areas. Therefore, as long as Franklin stays open, then numbers similar to these counts can reduce the impact on the seven boundaried K-5 elementary schools. Please see the Elementary School (K-5) Attendance Matrix on page 12 for an exact breakdown of the enrollment versus residence figures for each school.*

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**Middle School**  
**Attendance Boundaries**  
**with**  
**Projections**  
**Zoomed-In View**



**Cheldelin Middle School Area**  
**639 Actual 6-8 Students for Fall 2015**  
**645 Projected 6-8 Students for Fall 2016**  
**667 Projected 6-8 Students for Fall 2018**  
**733 Projected 6-8 Students for Fall 2020**

**Linus Pauling Middle School Area**  
**740 Actual 6-8 Students for Fall 2015**  
**752 Projected 6-8 Students for Fall 2016**  
**775 Projected 6-8 Students for Fall 2018**  
**818 Projected 6-8 Students for Fall 2020**

- Middle Schools
- Streets
- Cheldelin MS
- Linus Pauling MS

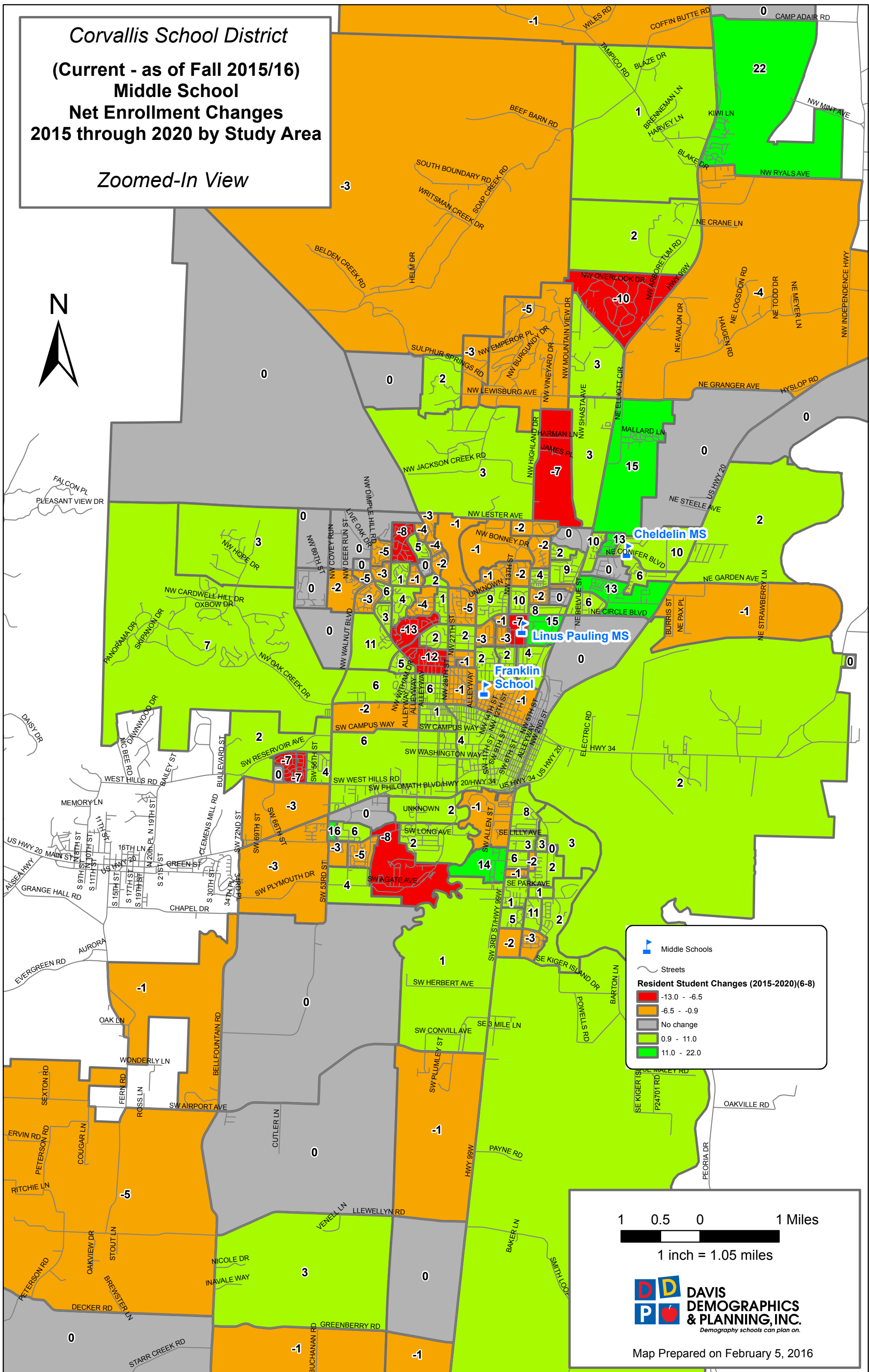
0.65 0.325 0 0.65 Miles

1 inch = 0.67 miles

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Map Prepared on February 5, 2016

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**Middle School**  
**Net Enrollment Changes**  
**2015 through 2020 by Study Area**  
*Zoomed-In View*



Middle Schools

Streets

**Resident Student Changes (2015-2020)(6-8)**

- 13.0 - -6.5
- 6.5 - -0.9
- No change
- 0.9 - 11.0
- 11.0 - 22.0

1 0.5 0 1 Miles

1 inch = 1.05 miles

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**Cheldelin MS**

**Linus Pauling MS**

**Franklin School**

*Middle School Attendance Area Projections (by "Residence")*

Attendance Area Cheldelin MS		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	179.0	194.0	203.5	164.0	178.5	182.0
1	215.0	182.6	197.9	207.6	167.2	182.0
2	220.0	225.9	189.4	205.3	215.4	173.5
3	218.0	228.6	230.7	196.7	213.2	223.6
4	205.0	216.5	227.4	230.7	195.7	212.2
5	201.0	207.5	219.7	229.4	236.8	197.6
6	208.0	209.1	215.2	230.9	238.9	247.2
7	219.0	213.2	213.0	219.2	237.2	243.4
8	212.0	222.5	218.1	216.7	224.1	242.1
6-8	639.0	644.8	646.3	666.8	700.2	732.7
2014	637.0					
2013	618.0					
2012	633.0					

Attendance Area Linus Pauling MS		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	256.0	270.4	260.0	228.5	243.2	244.0
1	246.0	261.1	275.8	265.2	233.0	248.1
2	263.0	243.6	257.1	271.4	260.5	229.3
3	281.0	263.8	245.0	257.1	271.3	259.9
4	239.0	285.4	268.6	249.3	260.9	275.3
5	241.0	241.9	287.1	272.2	251.4	263.1
6	249.0	238.6	240.2	284.0	269.5	248.6
7	255.0	252.8	242.1	243.8	288.5	273.5
8	236.0	260.3	258.5	247.3	249.2	295.7
6-8	740.0	751.7	740.8	775.1	807.2	817.8
2014	754.0					
2013	727.0					
2012	745.0					

*Above projections EXCLUDE Out-of-District students and Special Education students. For a breakdown of Out-of-District students and Special Education students per school, then please refer to the Middle School 6-8 Attendance Matrix.*

*Projection Trends for the District's Middle School (6-8) Attendance Areas ("Residence" Projections)*

The Corvallis School District has two middle schools, each with a distinct attendance area: Cheldelin and Linus Pauling Middle Schools. These two schools house most of the 6-8 student population for the District. Each of these two 6-8 middle schools feed directly into corresponding high schools; Cheldelin MS to Crescent Valley HS and Linus Pauling MS to Corvallis HS. The District also has a K-8 magnet school (Franklin) that does not have a boundary, but pulls 6-8 students from both of these two school's areas (Franklin drew a total of 189 6-8 students during the Fall 2015 school year).

The District's 6-8 student enrollment was at 1,511 students back in 2007 and has been inconsistent. A peak 6-8 enrollment was in 08/09 with 1,560 6-8 students while the lowest total enrollment was in 11/12 with 1,417 6-8 students. In the current 15/16 school year the District saw a total 6-8 enrollment of 1,441 students, a loss of 17 students from the previous year. According to the "residence" projections, the 6-8 student population should grow over the next five years. In the 2018 school-year, Corvallis SD could see a total 6-8 class size of 1,514 and then start to see its 6-8 enrollment surpass its 2008 totals. The District could see its 6-8 population reach 1,582 in 2019 and a total 6-8 enrollment of 1,627 students by 2020.

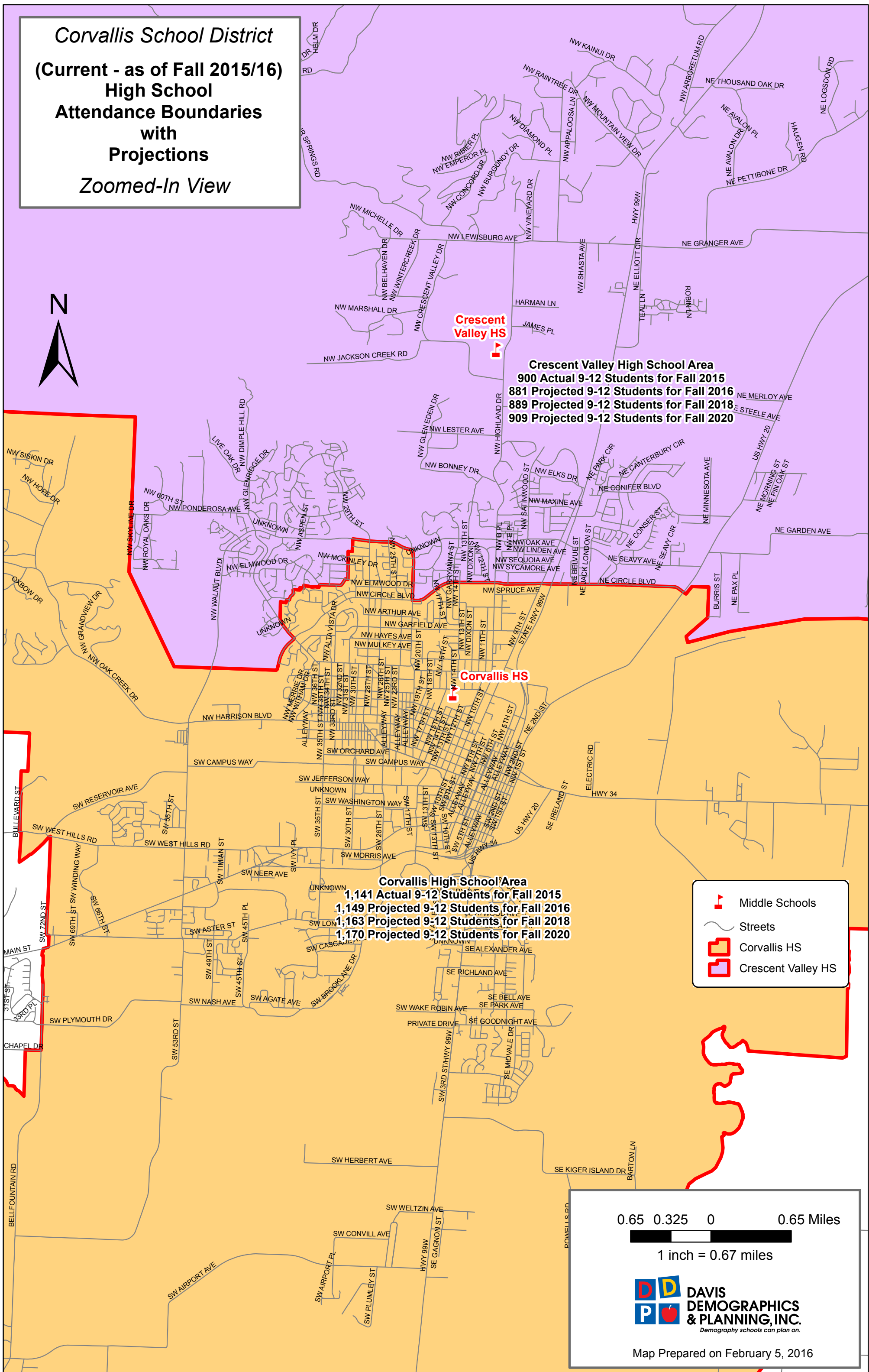
The **Cheldelin Middle School** attendance area projections suggest that there could be modest increases in its student population for the next two years, and then see larger increases in its resident counts entering in 2018. Currently (Fall 2015), Cheldelin's area contains 639 6-8 students and that number may increase to 646 in two years, but increase to over 667 by 2018. The Cheldelin area should then start to see constant increases each of the next two years by 33 resident 6-8 students. By 2019, Cheldelin's area could have around 700 6-8 students, and 733 6-8 students by 2020. In 2015, Cheldelin MS had 547 6-8 students actually attending the school; 29 of the students attending Cheldelin MS are coming from outside of the District's boundary and 40 students are living in the Linus Pauling attendance area, but transferring to Cheldelin MS. Of the 639 resident 6-8 students, 78 are attending Franklin K-8 Magnet School and 83 transferred out to Linus Pauling (a 25.2% "transfer out" rate) for the Fall 2015 school year.

The **Linus Pauling Middle School's** attendance area currently has 740 resident 6-8 students, and the projections show that for 2016 the area shows a slight increase of 12 resident 6-8 students. The Fall of 2017, is the only year in which the Linus Pauling MS boundary shows a loss of students (-11 6-8 resident students). As the years progress, the Linus Pauling MS boundary will begin to increase. The largest increase can be expected in the 18/19 school year with a net increase of 34 resident 6-8 students. By the end of the five year projection window the District is expected to see a 6-8 resident class size in the Linus Pauling attendance area of 818 students, which may be approaching its capacity. Of the 740 students living in the Linus Pauling attendance area only 596 6-8 students attend the school, 104 transfer out to Franklin Magnet School, and 40 students are transferring out to Cheldelin MS. The 2015 enrollment count at Linus Pauling MS is 704 6-8 students (including Special Ed., Out-of-District, and unmatched). Linus Pauling is the only middle school that houses special education students, with 13 6-8 special education students enrolled.

Currently, there is a difference of 101 6-8 students between the two middle schools' attendance area. That margin will begin to narrow throughout the five year projection window and in the 2020/2021 school year the difference will be about 85 6-8 students. The Cheldelin MS area is the smaller of the two middle schools, but currently shows the most growth with a net total of 94 resident 6-8 students by the 2020/2021 school year. Linus Pauling MS has a current resident 6-8 student count of 740 and shows a net growth by 2020 of 78 resident 6-8 students. Overall, the 6-8 population could reach around 1,612 by 2020. By 2020 the 6-8 students counts may be approaching the District's 6-8 capacity and the District will need to closely monitor this growth over the next few years. Slight boundary adjustments may be necessary to better balance the enrollment between these two 6-8 middle schools.

*Remember that the Out-of-District students were not included in the "residence" projection; that accounts for 46 6-8 students (29 attending Cheldelin, 9 attending Linus Pauling, 7 going to Franklin, and 1 attending the YES House). In addition, the Franklin Magnet School does not have a boundary and pulls 6-8 students from the entire District boundary. In 2015, 78 6-8 students from Cheldelin MS's area and 104 from Linus Pauling's area went to Franklin. Therefore, as long as Franklin stays open, then numbers similar to these counts can reduce the impact on the two boundaried 6-8 middle schools. Please see the Middle School (6-8) Attendance Matrix on page 13 for an exact breakdown of the enrollment versus residence figures for each school.*

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**High School**  
**Attendance Boundaries**  
**with**  
**Projections**  
**Zoomed-In View**



**Crescent Valley HS**

**Crescent Valley High School Area**  
**900 Actual 9-12 Students for Fall 2015**  
**881 Projected 9-12 Students for Fall 2016**  
**889 Projected 9-12 Students for Fall 2018**  
**909 Projected 9-12 Students for Fall 2020**

**Corvallis HS**

**Corvallis High School Area**  
**1,141 Actual 9-12 Students for Fall 2015**  
**1,149 Projected 9-12 Students for Fall 2016**  
**1,163 Projected 9-12 Students for Fall 2018**  
**1,170 Projected 9-12 Students for Fall 2020**

- Middle Schools
- Streets
- Corvallis HS
- Crescent Valley HS

0.65 0.325 0 0.65 Miles

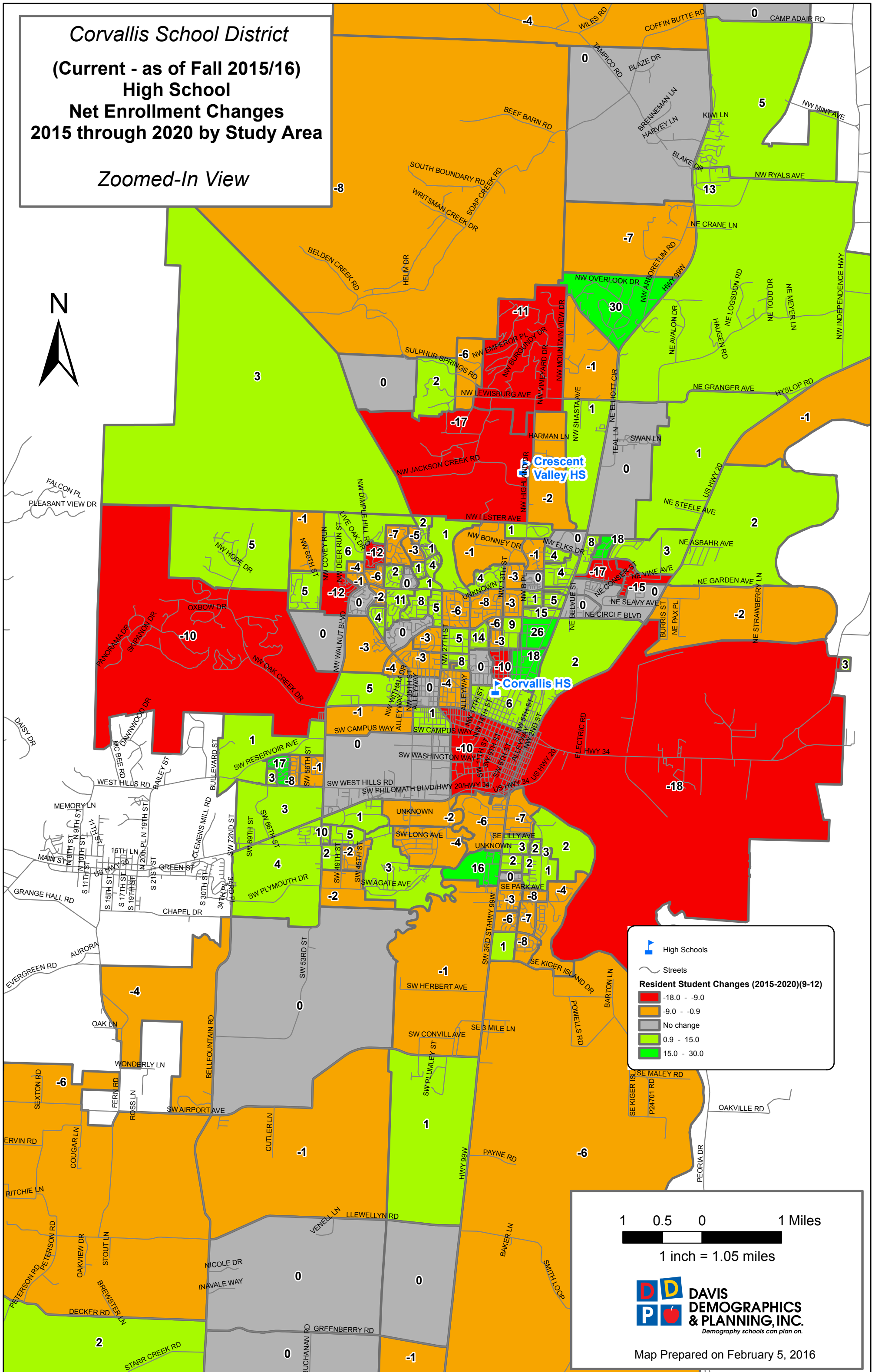
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**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**High School**  
**Net Enrollment Changes**  
**2015 through 2020 by Study Area**

*Zoomed-In View*



High Schools

Streets

**Resident Student Changes (2015-2020)(9-12)**

- 18.0 - -9.0
- 9.0 - -0.9
- No change
- 0.9 - 15.0
- 15.0 - 30.0

1 0.5 0 1 Miles

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High School Attendance Area Projections (by "Residence")

Attendance Area Corvallis HS		Projection Date 11/6/2015				
	ACTUAL			PROJECTED RESIDENT STUDENTS		
	2015	2016	2017	2018	2019	2020
K	256.0	270.4	260.0	228.5	243.2	244.0
1	246.0	261.1	275.8	265.2	233.0	248.1
2	263.0	243.6	257.1	271.4	260.5	229.3
3	281.0	263.8	245.0	257.1	271.3	259.9
4	239.0	285.4	268.6	249.3	260.9	275.3
5	241.0	241.9	287.1	272.2	251.4	263.1
6	249.0	238.6	240.2	284.0	269.5	248.6
7	255.0	252.8	242.1	243.8	288.5	273.5
8	236.0	260.3	258.5	247.3	249.2	295.7
9	287.0	270.4	296.4	294.6	281.7	285.2
10	288.0	290.5	274.0	300.4	298.2	285.5
11	289.0	278.3	281.1	266.2	290.7	288.7
12	277.0	309.7	298.4	301.5	285.7	310.8
9-12	1141.0	1148.9	1149.9	1162.7	1156.3	1170.2
2014	1127.0					
2013	1139.0					
2012	1092.0					

Attendance Area Crescent Valley HS		Projection Date 11/6/2015				
	ACTUAL			PROJECTED RESIDENT STUDENTS		
	2015	2016	2017	2018	2019	2020
K	179.0	194.0	203.5	164.0	178.5	182.0
1	215.0	182.6	197.9	207.6	167.2	182.0
2	220.0	225.9	189.4	205.3	215.4	173.5
3	218.0	228.6	230.7	196.7	213.2	223.6
4	205.0	216.5	227.4	230.7	195.7	212.2
5	201.0	207.5	219.7	229.4	236.8	197.6
6	208.0	209.1	215.2	230.9	238.9	247.2
7	219.0	213.2	213.0	219.2	237.2	243.4
8	212.0	222.5	218.1	216.7	224.1	242.1
9	232.0	238.9	250.5	245.7	244.2	253.5
10	224.0	209.5	215.4	225.4	220.4	219.8
11	217.0	221.7	209.0	214.3	223.7	217.7
12	227.0	211.2	215.6	203.5	208.6	217.6
9-12	900.0	881.3	890.5	888.9	896.9	908.6
2014	944.0					
2013	971.0					
2012	1003.0					

Above projections EXCLUDE Out-of-District students and Special Education students. For a breakdown of Out-of-District students and Special Education students per school, then please refer to the High School 9-12 Attendance Matrix.

**Projection Trends for the District's High School (9-12) Attendance Area ("Residence" Projections)**

*Corvallis High School and Crescent Valley are Corvallis Unified's two high schools with attendance boundaries. Currently (Fall 2015), alternative 9-12 programs (YES House) housed 28 9-12 students. The High School (9-12) Attendance Matrix on page 14 shows the exact breakdown of each of program and gives you figures that you can back out of the Corvallis SD projections. Grade 13 was also included in the student file, however they were excluded from the projections. A total of 85 grade 13 students attended Corvallis HS and 56 attended Crescent Valley in 2015.*

The Corvallis School District, had been experiencing a decrease of its high school population from 07/08 through 11/12, and then saw an inconsistent growth and decline for the remaining years up to 2015. Overall, the District's 9-12 student population is not anticipated to grow much over the next five years. Currently, the Corvallis SD has 2,228 9-12 students and that could grow to over 2,260 2,266 by Fall 2020 (a net growth of only 38 9-12 students).

The "residence" projections for Corvallis High School's attendance area (located on page 35) show that the school should see a net increase of only 30 9-12 students over the next five years. As of Fall 2015, the Corvallis HS attendance area had 1,141 9-12 students living within its boundary and could see the resident counts continue to rise slowly through 2020. The only year that has a slight decline is Fall 2019 with a slight loss of seven resident 9-12 students. By Fall 2018, the resident 9-12 population could climb over 1,163. The total student population may be over 1,170 9-12 students by the end of the projection timeframe in Fall 2020.

Since the 2012/2013 school year, the Crescent Valley attendance area has seen a decline in resident 9-12 students. Resident 9-12 student enrollment in this area was at 1,003 students in the Fall of 2012. As of October 2015 resident student counts for Crescent Valley HS are at 900. Crescent Valley High School's attendance area (located on page 35) projection shows it staying relatively flat throughout the five year projection window. There are only two years in the projection window that show a slight decline; Fall 2016 loses 19 resident 9-12 students and Fall 2018 loses only one. By Fall 2020, the resident 9-12 population could be at 909 resident students, a net growth of nine students. Although Crescent Valley is the smallest high school, it accepts the largest number of transfer students, 111 9-12 students from Corvallis HS and 104 students from outside the Districts boundary (accounting for 25% of its enrollment). Of the 900 resident students in Crescent Valley only 752 students actually attend the high school, 147 attend Corvallis HS, and one student attends YES House.

Neither of the District's two high school attendance areas should come close to their designed capacities over the next five years. Over the next few years, the District may want to consider making some slight boundary adjustments to more evenly balance the enrollment figures at these two high schools.

**School Codes and School Assignments by Study Area**

The Corvallis School District has assigned each school a code and DDP has incorporated these same codes in the databases and data layers that they have created/maintained for the District. Each study area is then coded with the elementary, middle and high school that the area is assigned to attend.

**ELEMENTARY SCHOOLS (K-5)**

Only Schools with assigned attendance areas are listed

School Code	Elementary School Name	Study Areas for Each Attendance Area
27	Adams Elementary School <b>24 Study Areas</b>	100, 101, 102, 103, 104, 108, 109A, 109B, 109C, 110, 111, 112, 117 130, 131, 133, 134, 136, 137, 139, 93, 97, 98, 99,
30	Garfield Elementary School <b>14 Study Areas</b>	76, 77, 78, 79, 80, 81, 86, 87, 88, 90, 91, 92A, 92B, 96
33	Hoover Elementary School <b>23 Study Areas</b>	23, 24, 25, 26, 27, 28, 29, 42, 43, 44, 45, 46, 47A, 48, 56, 57, 59, 6, 60 71, 72
35	Jefferson Elementary School <b>14 Study Areas</b>	21, 22, 61, 62, 73, 74, 75, 82, 83, 84, 85, 89, 94, 95
36	Lincoln Elementary School <b>23 Study Areas</b>	105, 106, 107, 113, 114, 115, 116, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 132, 135, 138, 140
37	Mountain View Elementary School <b>22 Study Areas</b>	1, 10, 11, 12, 13, 14, 17, 18, 19, 2, 20, 3, 38, 39, 4, 40, 41, 5, 55 7, 8, 9
39	Wilson Elementary School <b>25 Study Areas</b>	15, 16, 30, 31, 32, 33, 34, 35, 36, 37, 49, 50, 51, 52, 53, 54, 63, 64A, 64B 65, 66, 67, 68, 69, 70
	<b>7 Elementary Schools</b>	<b>145 Study Areas</b>

School Codes and School Assignments by Study Area (continued)

**MIDDLE SCHOOLS (6-8) and High Schools (9-12)**

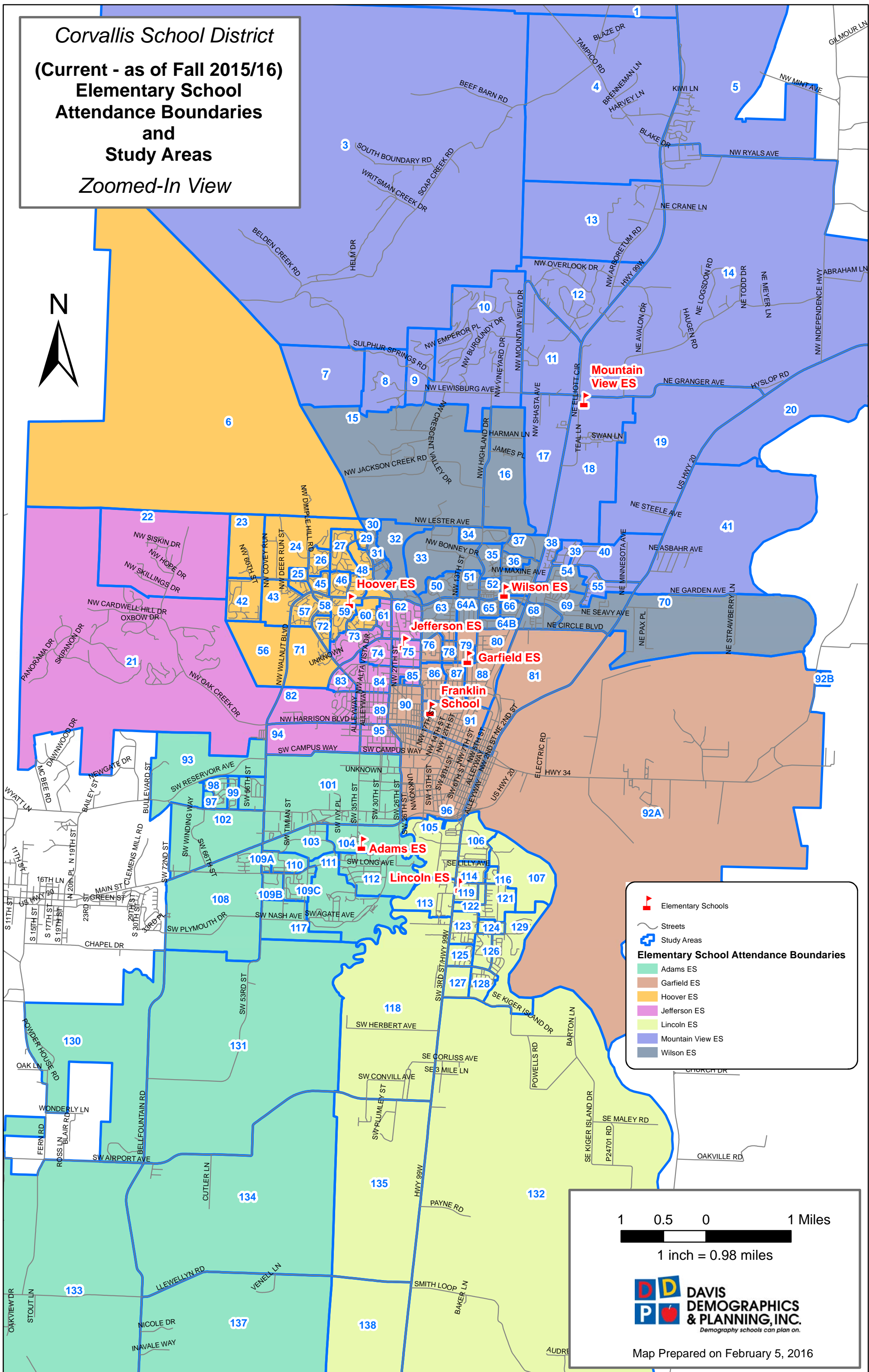
Only Schools with assigned attendance areas are listed

School Code	Middle School Name	Study Areas for Each Attendance Area
28/41	Cheldelin Middle School/ Crescent Valley High School <b>70 Study Areas</b>	1, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 2, 20, 23, 24 25, 26, 27, 28, 29, 3, 30, 31, 32, 33, 34, 35, 36, 37, 38 39, 4, 40, 41, 42, 43, 44, 45, 46, 47A, 47B, 48, 49, 5, 50 51, 52, 53, 54, 55, 56, 57, 58, 59, 6, 60, 63, 64A, 64B, 65 66, 67, 68, 69, 7, 70, 71, 72 8, 9
38/40	Linus Pauling Middle School Corvallis High School <b>75 Study Areas</b>	100, 101, 102, 103, 104, 105, 106, 107, 108, 109A, 109B 109C, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131 132, 133, 134, 135, 136, 137, 138, 139, 140, 21, 22, 61 62, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87 88, 89, 90, 91, 92A, 92B, 93, 94, 95, 96, 97, 98, 99
	<b>2 Middle Schools/ 2 High Schools</b>	<b>145 study areas Total</b>

**HIGH SCHOOLS (9-12)**

The Corvallis SD has only two high schools that make up the same attendance areas as their corresponding middle schools. Therefore, the middle school and high school lists have been combined above.

**Corvallis School District**  
**(Current - as of Fall 2015/16)**  
**Elementary School**  
**Attendance Boundaries**  
**and**  
**Study Areas**  
**Zoomed-In View**



Elementary Schools

Streets

Study Areas

**Elementary School Attendance Boundaries**

- Adams ES
- Garfield ES
- Hoover ES
- Jefferson ES
- Lincoln ES
- Mountain View ES
- Wilson ES

1 0.5 0 1 Miles

1 inch = 0.98 miles

**DAVIS**  
**DEMOGRAPHICS**  
**& PLANNING, INC.**  
*Demography schools can plan on.*

Map Prepared on February 5, 2016

Study Area 5-Year Projections

Study Area	1 Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	0.0	1.0	1.1	1.2	0.9	1.0
2	1.0	0.0	1.1	1.2	1.3	1.0
3	1.0	1.0	0.0	1.1	1.2	1.2
4	0.0	1.0	1.0	0.0	1.1	1.2
5	0.0	0.0	1.1	1.1	0.0	1.2
6	0.0	0.0	0.0	1.2	1.1	0.0
7	3.0	0.0	0.0	0.0	1.2	1.2
8	1.0	3.4	0.0	0.0	0.0	1.4
9	0.0	1.2	3.9	0.0	0.0	0.0
10	1.0	0.0	1.1	3.5	0.0	0.0
11	3.0	1.0	0.0	1.0	3.5	0.0
12	3.0	2.9	1.0	0.0	1.0	3.4
K-5	3.0	4.1	5.4	5.5	5.5	6.6
6-8	4.0	3.4	0.0	1.2	2.3	2.6
9-12	7.0	5.1	6.0	4.5	4.5	3.4
K-12	14.0	12.6	11.4	11.2	12.3	12.6

Study Area	2 Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
K-12	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 5-Year Projections

Study Area	3 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	0.0	1.1	0.0	0.0	0.0	0.0
3	1.0	0.0	1.1	0.0	0.0	0.0
4	0.0	1.0	0.0	1.1	0.0	0.0
5	3.0	0.0	1.1	0.0	1.2	0.0
6	1.0	3.1	0.0	1.2	0.0	1.2
7	2.0	1.1	3.4	0.0	1.2	0.0
8	3.0	2.2	1.2	3.8	0.0	1.4
9	3.0	3.5	2.6	1.4	4.4	0.0
10	3.0	2.7	3.2	2.4	1.3	4.0
11	2.0	2.9	2.6	3.1	2.3	1.2
12	7.0	1.9	2.9	2.6	3.0	2.2
K-5	5.0	2.1	2.2	1.1	1.2	0.0
6-8	6.0	6.4	4.6	5.0	1.2	2.6
9-12	15.0	11.0	11.3	9.5	11.0	7.4
K-12	26.0	19.5	18.1	15.6	13.4	10.0

Study Area	4 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	3.0	1.0	1.1	1.2	0.9	1.0
2	1.0	3.3	1.1	1.2	1.3	1.0
3	1.0	1.0	3.2	1.1	1.2	1.2
4	2.0	1.0	1.0	3.3	1.1	1.2
5	2.0	2.2	1.1	1.1	3.6	1.2
6	3.0	2.1	2.3	1.2	1.1	3.7
7	1.0	3.2	2.2	2.4	1.2	1.2
8	1.0	1.1	3.6	2.5	2.7	1.4
9	3.0	1.2	1.3	4.2	2.9	3.2
10	2.0	2.7	1.1	1.2	3.8	2.7
11	3.0	2.0	2.6	1.0	1.2	3.7
12	3.0	2.9	1.9	2.6	1.0	1.1
K-5	10.0	9.6	8.6	8.8	9.1	6.6
6-8	5.0	6.4	8.1	6.1	5.0	6.3
9-12	11.0	8.8	6.9	9.0	8.9	10.7
K-12	26.0	24.8	23.6	23.9	23.0	23.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	8.0	8.7	9.1	7.3	8.0	8.1
1	17.0	8.2	8.8	9.3	7.5	8.1
2	16.0	18.9	9.1	9.8	10.3	8.3
3	11.0	15.4	18.1	8.7	9.4	9.9
4	10.0	11.2	15.7	18.5	8.9	9.6
5	9.0	10.9	12.2	17.1	20.1	9.7
6	8.0	9.4	11.4	12.8	17.9	21.1
7	12.0	8.6	10.1	12.2	13.7	19.2
8	14.0	13.4	9.6	11.3	13.7	15.4
9	12.0	16.4	15.7	11.2	13.3	16.0
10	18.0	10.8	14.7	14.2	10.1	11.9
11	10.0	17.6	10.6	14.4	13.9	9.9
12	6.0	9.7	17.1	10.3	14.0	13.5
K-5	71.0	73.3	73.0	70.7	64.2	53.7
6-8	34.0	31.4	31.1	36.3	45.3	55.7
9-12	46.0	54.5	58.1	50.1	51.3	51.3
K-12	151.0	159.2	162.2	157.1	160.8	160.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.1	0.0	0.0	0.0	0.0
4	1.0	0.0	1.1	0.0	0.0	0.0
5	1.0	0.9	0.0	1.0	0.0	0.0
6	0.0	1.0	0.9	0.0	1.0	0.0
7	1.0	0.0	0.9	0.9	0.0	0.9
8	0.0	0.9	0.0	0.9	0.8	0.0
9	0.0	0.0	1.1	0.0	1.0	0.9
10	0.0	0.0	0.0	1.0	0.0	0.9
11	0.0	0.0	0.0	0.0	1.1	0.0
12	0.0	0.0	0.0	0.0	0.0	1.1
K-5	3.0	2.0	1.1	1.0	0.0	0.0
6-8	1.0	1.9	1.8	1.8	1.8	0.9
9-12	0.0	0.0	1.1	1.0	2.1	2.9
K-12	4.0	3.9	4.0	3.8	3.9	3.8

Study Area 5-Year Projections

Study Area	7 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
K-12	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	8 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	3.0	1.1	0.0	0.0	0.0	0.0
3	1.0	2.9	1.1	0.0	0.0	0.0
4	0.0	1.0	2.9	1.1	0.0	0.0
5	1.0	0.0	1.1	3.2	1.2	0.0
6	1.0	1.0	0.0	1.2	3.4	1.2
7	1.0	1.1	1.1	0.0	1.2	3.6
8	2.0	1.1	1.2	1.3	0.0	1.4
9	1.0	2.3	1.3	1.4	1.5	0.0
10	0.0	0.9	2.1	1.2	1.3	1.3
11	0.0	0.0	0.9	2.1	1.2	1.2
12	1.0	0.0	0.0	0.9	2.0	1.1
K-5	6.0	5.0	5.1	4.3	1.2	0.0
6-8	4.0	3.2	2.3	2.5	4.6	6.2
9-12	2.0	3.2	4.3	5.6	6.0	3.6
K-12	12.0	11.4	11.7	12.4	11.8	9.8

Study Area 5-Year Projections

Study Area	9 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	2.0	0.0	0.0	0.0	0.0	0.0
2	0.0	2.2	0.0	0.0	0.0	0.0
3	1.0	0.0	2.1	0.0	0.0	0.0
4	0.0	1.0	0.0	2.2	0.0	0.0
5	0.0	0.0	1.1	0.0	2.4	0.0
6	1.0	0.0	0.0	1.2	0.0	2.5
7	3.0	1.1	0.0	0.0	1.2	0.0
8	3.0	3.4	1.2	0.0	0.0	1.4
9	6.0	3.5	3.9	1.4	0.0	0.0
10	3.0	5.4	3.2	3.5	1.3	0.0
11	2.0	2.9	5.3	3.1	3.5	1.2
12	0.0	1.9	2.9	5.1	3.0	3.4
K-5	3.0	3.2	3.2	2.2	2.4	0.0
6-8	7.0	4.5	1.2	1.2	1.2	3.9
9-12	11.0	13.7	15.3	13.1	7.8	4.6
K-12	21.0	21.4	19.7	16.5	11.4	8.5

Study Area	10 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.5	6.8	5.5	6.0	6.1
1	5.0	6.1	6.6	7.0	5.6	6.1
2	8.0	5.6	6.8	7.4	7.7	6.2
3	6.0	7.7	5.3	6.5	7.1	7.4
4	7.0	6.1	7.8	5.4	6.7	7.2
5	7.0	7.6	6.7	8.5	5.9	7.3
6	11.0	7.3	8.0	7.0	9.0	6.2
7	8.0	11.8	7.9	8.6	7.5	9.6
8	10.0	9.0	13.2	8.8	9.6	8.4
9	10.0	11.7	10.5	15.4	10.3	11.2
10	17.0	9.0	10.5	9.4	13.9	9.3
11	14.0	16.7	8.8	10.3	9.2	13.6
12	13.0	13.6	16.2	8.6	10.0	9.0
K-5	39.0	39.6	40.0	40.3	39.0	40.3
6-8	29.0	28.1	29.1	24.4	26.1	24.2
9-12	54.0	51.0	46.0	43.7	43.4	43.1
K-12	122.0	118.7	115.1	108.4	108.5	107.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
11						
K	2.0	2.2	2.3	1.8	2.0	2.0
1	3.0	2.0	2.2	2.3	1.9	2.0
2	2.0	3.3	2.3	2.5	2.6	2.1
3	2.0	1.9	3.2	2.2	2.4	2.5
4	5.0	2.0	2.0	3.3	2.2	2.4
5	2.0	5.5	2.2	2.1	3.6	2.4
6	0.0	2.1	5.7	2.3	2.2	3.7
7	4.0	0.0	2.2	6.1	2.5	2.4
8	2.0	4.5	0.0	2.5	6.9	2.8
9	3.0	2.3	5.2	0.0	2.9	8.0
10	5.0	2.7	2.1	4.7	0.0	2.7
11	4.0	4.9	2.6	2.1	4.6	0.0
12	4.0	3.9	4.8	2.6	2.0	4.5
K-5	16.0	16.9	14.2	14.2	14.7	13.4
6-8	6.0	6.6	7.9	10.9	11.6	8.9
9-12	16.0	13.8	14.7	9.4	9.5	15.2
K-12	38.0	37.3	36.8	34.5	35.8	37.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
12						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	7.0	0.0	0.0	0.0	0.0	0.0
2	3.0	7.8	0.0	0.0	0.0	0.0
3	2.0	2.9	7.5	0.0	0.0	0.0
4	11.0	2.0	2.9	7.6	0.0	0.0
5	8.0	12.0	2.2	3.2	8.3	0.0
6	9.0	8.4	12.6	2.3	3.4	8.7
7	8.0	9.6	9.0	13.5	2.5	3.6
8	8.0	9.0	10.8	10.1	15.1	2.8
9	5.0	9.4	10.5	12.6	11.8	17.7
10	2.0	4.5	8.4	9.4	11.4	10.6
11	3.0	2.0	4.4	8.3	9.2	11.1
12	8.0	2.9	1.9	4.3	8.0	9.0
K-5	31.0	24.7	12.6	10.8	8.3	0.0
6-8	25.0	27.0	32.4	25.9	21.0	15.1
9-12	18.0	18.8	25.2	34.6	40.4	48.4
K-12	74.0	70.5	70.2	71.3	69.7	63.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
13						
				PROJECTED	RESIDENT	STUDENTS
K	1.0	1.1	1.1	0.9	1.0	1.0
1	1.0	1.0	1.1	1.2	0.9	1.0
2	1.0	1.1	1.1	1.2	1.3	1.0
3	2.0	1.0	1.1	1.1	1.2	1.2
4	0.0	2.0	1.0	1.1	1.1	1.2
5	0.0	0.0	2.2	1.1	1.2	1.2
6	3.0	0.0	0.0	2.3	1.1	1.2
7	0.0	3.2	0.0	0.0	2.5	1.2
8	0.0	0.0	3.6	0.0	0.0	2.8
9	2.0	0.0	0.0	4.2	0.0	0.0
10	4.0	1.8	0.0	0.0	3.8	0.0
11	3.0	3.9	1.8	0.0	0.0	3.7
12	2.0	2.9	3.8	1.7	0.0	0.0
K-5	5.0	6.2	7.6	6.6	6.7	6.6
6-8	3.0	3.2	3.6	2.3	3.6	5.2
9-12	11.0	8.6	5.6	5.9	3.8	3.7
K-12	19.0	18.0	16.8	14.8	14.1	15.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
14						
				PROJECTED	RESIDENT	STUDENTS
K	3.0	3.3	3.4	2.7	3.0	3.1
1	3.0	3.1	3.3	3.5	2.8	3.1
2	2.0	3.3	3.4	3.7	3.9	3.1
3	5.0	1.9	3.2	3.3	3.5	3.7
4	6.0	5.1	2.0	3.3	3.3	3.6
5	6.0	6.5	5.6	2.1	3.6	3.6
6	8.0	6.3	6.9	5.8	2.2	3.7
7	3.0	8.6	6.7	7.3	6.2	2.4
8	6.0	3.4	9.6	7.5	8.2	7.0
9	4.0	7.0	3.9	11.2	8.8	9.6
10	5.0	3.6	6.3	3.5	10.1	8.0
11	3.0	4.9	3.5	6.2	3.5	9.9
12	6.0	2.9	4.8	3.4	6.0	3.4
K-5	25.0	23.2	20.9	18.6	20.1	20.2
6-8	17.0	18.3	23.2	20.6	16.6	13.1
9-12	18.0	18.4	18.5	24.3	28.4	30.9
K-12	60.0	59.9	62.6	63.5	65.1	64.2

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	4.0	0.0	0.0	0.0	0.0	0.0
2	2.0	3.8	0.0	0.0	0.0	0.0
3	2.0	2.1	4.1	0.0	0.0	0.0
4	3.0	1.9	2.1	3.9	0.0	0.0
5	1.0	3.0	1.9	2.1	3.9	0.0
6	1.0	1.1	3.3	2.1	2.3	4.3
7	3.0	1.0	1.1	3.4	2.2	2.4
8	2.0	2.9	1.0	1.1	3.4	2.2
9	4.0	2.1	3.1	1.1	1.2	3.6
10	8.0	3.4	1.8	2.7	0.9	1.0
11	3.0	7.5	3.2	1.7	2.5	0.9
12	10.0	2.9	7.3	3.1	1.7	2.5
K-5	12.0	10.8	8.1	6.0	3.9	0.0
6-8	6.0	5.0	5.4	6.6	7.9	8.9
9-12	25.0	15.9	15.4	8.6	6.3	8.0
K-12	43.0	31.7	28.9	21.2	18.1	16.9

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	4.0	0.0	0.0	0.0	0.0	0.0
4	0.0	3.9	0.0	0.0	0.0	0.0
5	2.0	0.0	3.9	0.0	0.0	0.0
6	2.0	2.2	0.0	4.3	0.0	0.0
7	2.0	2.1	2.3	0.0	4.4	0.0
8	7.0	2.0	2.0	2.2	0.0	4.3
9	1.0	7.5	2.1	2.2	2.4	0.0
10	2.0	0.9	6.4	1.8	1.9	2.1
11	4.0	1.9	0.8	6.1	1.7	1.8
12	1.0	3.9	1.8	0.8	5.9	1.6
K-5	6.0	3.9	3.9	0.0	0.0	0.0
6-8	11.0	6.3	4.3	6.5	4.4	4.3
9-12	8.0	14.2	11.1	10.9	11.9	5.5
K-12	25.0	24.4	19.3	17.4	16.3	9.8

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	0.0	2.0	2.2	2.3	1.9	2.0
2	1.0	0.0	2.3	2.5	2.6	2.1
3	2.0	1.0	0.0	2.2	2.4	2.5
4	0.0	2.0	1.0	0.0	2.2	2.4
5	1.0	0.0	2.2	1.1	0.0	2.4
6	1.0	1.0	0.0	2.3	1.1	0.0
7	0.0	1.1	1.1	0.0	2.5	1.2
8	0.0	0.0	1.2	1.3	0.0	2.8
9	0.0	0.0	0.0	1.4	1.5	0.0
10	0.0	0.0	0.0	0.0	1.3	1.3
11	1.0	0.0	0.0	0.0	0.0	1.2
12	1.0	1.0	0.0	0.0	0.0	0.0
K-5	6.0	7.2	10.0	9.9	11.1	13.4
6-8	1.0	2.1	2.3	3.6	3.6	4.0
9-12	2.0	1.0	0.0	1.4	2.8	2.5
K-12	9.0	10.3	12.3	14.9	17.5	19.9

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	8.0	8.7	9.1	7.3	8.0	8.1
1	13.0	8.2	8.8	9.3	7.5	8.1
2	3.0	14.4	9.1	9.8	10.3	8.3
3	4.0	2.9	13.9	8.7	9.4	9.9
4	4.0	4.1	2.9	14.1	8.9	9.6
5	6.0	4.4	4.4	3.2	15.4	9.7
6	2.0	6.3	4.6	4.7	3.4	16.2
7	3.0	2.1	6.7	4.9	5.0	3.6
8	5.0	3.4	2.4	7.5	5.5	5.6
9	4.0	5.8	3.9	2.8	8.8	6.4
10	6.0	3.6	5.3	3.5	2.5	8.0
11	5.0	5.9	3.5	5.2	3.5	2.5
12	5.0	4.9	5.7	3.4	5.0	3.4
K-5	38.0	42.7	48.2	52.4	59.5	53.7
6-8	10.0	11.8	13.7	17.1	13.9	25.4
9-12	20.0	20.2	18.4	14.9	19.8	20.3
K-12	68.0	74.7	80.3	84.4	93.2	99.4

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
19						
K	3.0	3.3	3.4	2.7	3.0	3.1
1	3.0	3.1	3.3	3.5	2.8	3.1
2	2.0	3.3	3.4	3.7	3.9	3.1
3	1.0	1.9	3.2	3.3	3.5	3.7
4	1.0	1.0	2.0	3.3	3.3	3.6
5	1.0	1.1	1.1	2.1	3.6	3.6
6	3.0	1.0	1.1	1.2	2.2	3.7
7	1.0	3.2	1.1	1.2	1.2	2.4
8	3.0	1.1	3.6	1.3	1.4	1.4
9	2.0	3.5	1.3	4.2	1.5	1.6
10	1.0	1.8	3.2	1.2	3.8	1.3
11	3.0	1.0	1.8	3.1	1.2	3.7
12	1.0	2.9	1.0	1.7	3.0	1.1
K-5	11.0	13.7	16.4	18.6	20.1	20.2
6-8	7.0	5.3	5.8	3.7	4.8	7.5
9-12	7.0	9.2	7.3	10.2	9.5	7.7
K-12	25.0	28.2	29.5	32.5	34.4	35.4

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
20						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.1	0.0	0.0	0.0
6	1.0	0.0	0.0	1.2	0.0	0.0
7	0.0	1.1	0.0	0.0	1.2	0.0
8	0.0	0.0	1.2	0.0	0.0	1.4
9	0.0	0.0	0.0	1.4	0.0	0.0
10	2.0	0.0	0.0	0.0	1.3	0.0
11	0.0	2.0	0.0	0.0	0.0	1.2
12	0.0	0.0	1.9	0.0	0.0	0.0
K-5	1.0	1.0	1.1	0.0	0.0	0.0
6-8	1.0	1.1	1.2	1.2	1.2	1.4
9-12	2.0	2.0	1.9	1.4	1.3	1.2
K-12	4.0	4.1	4.2	2.6	2.5	2.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
21						
				PROJECTED	RESIDENT	STUDENTS
K	4.0	4.3	4.5	3.7	4.0	4.1
1	7.0	4.1	4.4	4.6	3.7	4.1
2	5.0	6.7	3.9	4.2	4.5	3.6
3	6.0	5.1	6.8	4.0	4.3	4.5
4	1.0	6.1	5.1	6.9	4.0	4.3
5	4.0	0.9	5.8	4.8	6.5	3.8
6	3.0	4.3	1.0	6.2	5.2	7.0
7	3.0	3.1	4.4	1.0	6.3	5.3
8	6.0	3.1	3.1	4.5	1.1	6.4
9	5.0	7.3	3.7	3.8	5.4	1.3
10	3.0	5.1	7.5	3.8	3.9	5.5
11	10.0	3.0	5.0	7.4	3.8	3.8
12	7.0	10.7	3.2	5.4	7.9	4.0
K-5	27.0	27.2	30.5	28.2	27.0	24.4
6-8	12.0	10.5	8.5	11.7	12.6	18.7
9-12	25.0	26.1	19.4	20.4	21.0	14.6
K-12	64.0	63.8	58.4	60.3	60.6	57.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
22						
				PROJECTED	RESIDENT	STUDENTS
K	2.0	2.2	2.3	1.8	2.0	2.0
1	2.0	2.0	2.2	2.3	1.9	2.0
2	2.0	1.9	2.0	2.1	2.2	1.8
3	3.0	2.0	1.9	2.0	2.1	2.2
4	4.0	3.0	2.0	2.0	2.0	2.2
5	3.0	3.8	2.9	1.9	1.9	1.9
6	2.0	3.2	4.1	3.1	2.1	2.0
7	2.0	2.0	3.3	4.1	3.1	2.1
8	0.0	2.0	2.1	3.3	4.2	3.2
9	3.0	0.0	2.5	2.5	4.1	5.2
10	2.0	3.1	0.0	2.5	2.6	4.2
11	2.0	2.0	3.0	0.0	2.5	2.6
12	3.0	2.1	2.1	3.2	0.0	2.7
K-5	16.0	14.9	13.3	12.1	12.1	12.1
6-8	4.0	7.2	9.5	10.5	9.4	7.3
9-12	10.0	7.2	7.6	8.2	9.2	14.7
K-12	30.0	29.3	30.4	30.8	30.7	34.1

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	1.0	0.0	0.0	0.0	0.0	0.0
12	0.0	1.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	1.0	1.0	0.0	0.0	0.0	0.0
K-12	1.0	1.0	0.0	0.0	0.0	0.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	2.0	0.0	0.0	0.0	0.0	0.0
2	1.0	2.1	0.0	0.0	0.0	0.0
3	3.0	1.1	2.3	0.0	0.0	0.0
4	2.0	3.0	1.1	2.3	0.0	0.0
5	3.0	1.9	2.8	1.0	2.2	0.0
6	4.0	2.9	1.8	2.8	1.0	2.1
7	2.0	3.8	2.7	1.7	2.6	0.9
8	0.0	1.9	3.5	2.6	1.6	2.4
9	2.0	0.0	2.1	4.0	2.9	1.9
10	0.0	1.9	0.0	2.0	3.8	2.8
11	3.0	0.0	2.0	0.0	2.2	4.1
12	0.0	2.9	0.0	2.0	0.0	2.1
K-5	11.0	8.1	6.2	3.3	2.2	0.0
6-8	6.0	8.6	8.0	7.1	5.2	5.4
9-12	5.0	4.8	4.1	8.0	8.9	10.9
K-12	22.0	21.5	18.3	18.4	16.3	16.3

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	1.0	1.0	1.1	1.2	0.9	1.0
2	1.0	1.1	1.1	1.2	1.2	1.0
3	0.0	1.1	1.2	1.2	1.3	1.3
4	3.0	0.0	1.1	1.2	1.2	1.3
5	1.0	2.8	0.0	1.0	1.1	1.1
6	1.0	1.0	2.8	0.0	1.0	1.1
7	1.0	0.9	0.9	2.6	0.0	0.9
8	0.0	0.9	0.9	0.9	2.4	0.0
9	4.0	0.0	1.1	1.0	1.0	2.8
10	0.0	3.8	0.0	1.0	1.0	0.9
11	5.0	0.0	4.1	0.0	1.1	1.0
12	1.0	4.9	0.0	4.0	0.0	1.1
K-5	7.0	7.1	5.6	6.7	6.7	6.7
6-8	2.0	2.8	4.6	3.5	3.4	2.0
9-12	10.0	8.7	5.2	6.0	3.1	5.8
K-12	19.0	18.6	15.4	16.2	13.2	14.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	4.0	1.0	1.1	1.2	0.9	1.0
2	2.0	4.2	1.1	1.2	1.2	1.0
3	6.0	2.2	4.6	1.2	1.3	1.3
4	1.0	6.0	2.2	4.6	1.2	1.3
5	3.0	0.9	5.7	2.1	4.4	1.1
6	5.0	2.9	0.9	5.5	2.0	4.3
7	3.0	4.7	2.7	0.9	5.2	1.9
8	8.0	2.8	4.4	2.6	0.8	4.9
9	3.0	9.1	3.2	5.0	2.9	0.9
10	7.0	2.8	8.7	3.1	4.8	2.8
11	5.0	7.5	3.0	9.3	3.3	5.1
12	9.0	4.9	7.3	3.0	9.1	3.2
K-5	17.0	15.4	15.8	11.2	10.0	6.7
6-8	16.0	10.4	8.0	9.0	8.0	11.1
9-12	24.0	24.3	22.2	20.4	20.1	12.0
K-12	57.0	50.1	46.0	40.6	38.1	29.8

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.5	6.8	5.5	6.0	6.1
1	4.0	6.1	6.6	7.0	5.6	6.1
2	4.0	4.2	6.5	7.0	7.4	5.9
3	3.0	4.4	4.6	7.1	7.7	8.0
4	3.0	3.0	4.4	4.6	7.1	7.7
5	10.0	2.8	2.8	4.1	4.4	6.7
6	1.0	9.7	2.8	2.8	4.0	4.3
7	8.0	0.9	9.1	2.6	2.6	3.8
8	10.0	7.5	0.9	8.6	2.4	2.4
9	9.0	11.4	8.6	1.0	9.8	2.8
10	8.0	8.6	10.8	8.1	1.0	9.3
11	5.0	8.6	9.1	11.6	8.7	1.0
12	7.0	4.9	8.4	9.0	11.4	8.5
K-5	30.0	27.0	31.7	35.3	38.2	40.5
6-8	19.0	18.1	12.8	14.0	9.0	10.5
9-12	29.0	33.5	36.9	29.7	30.9	21.6
K-12	78.0	78.6	81.4	79.0	78.1	72.6

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	3.0	0.0	0.0	0.0	0.0	0.0
2	4.0	3.2	0.0	0.0	0.0	0.0
3	2.0	4.4	3.5	0.0	0.0	0.0
4	3.0	2.0	4.4	3.5	0.0	0.0
5	4.0	2.8	1.9	4.1	3.3	0.0
6	1.0	3.9	2.8	1.8	4.0	3.2
7	1.0	0.9	3.6	2.6	1.7	3.8
8	2.0	0.9	0.9	3.4	2.4	1.6
9	2.0	2.3	1.1	1.0	3.9	2.8
10	3.0	1.9	2.2	1.0	1.0	3.7
11	4.0	3.2	2.0	2.3	1.1	1.0
12	3.0	3.9	3.1	2.0	2.3	1.1
K-5	16.0	12.4	9.8	7.6	3.3	0.0
6-8	4.0	5.7	7.3	7.8	8.1	8.6
9-12	12.0	11.3	8.4	6.3	8.3	8.6
K-12	32.0	29.4	25.5	21.7	19.7	17.2

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	0.0	0.0	0.0	0.0	0.0
4	1.0	2.0	0.0	0.0	0.0	0.0
5	1.0	0.9	1.9	0.0	0.0	0.0
6	2.0	1.0	0.9	1.8	0.0	0.0
7	1.0	1.9	0.9	0.9	1.7	0.0
8	3.0	0.9	1.8	0.9	0.8	1.6
9	2.0	3.4	1.1	2.0	1.0	0.9
10	2.0	1.9	3.2	1.0	1.9	0.9
11	2.0	2.1	2.0	3.5	1.1	2.0
12	4.0	2.0	2.1	2.0	3.4	1.1
K-5	4.0	2.9	1.9	0.0	0.0	0.0
6-8	6.0	3.8	3.6	3.6	2.5	1.6
9-12	10.0	9.4	8.4	8.5	7.4	4.9
K-12	20.0	16.1	13.9	12.1	9.9	6.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.9	0.0	0.0	0.0	0.0
5	2.0	0.0	1.9	0.0	0.0	0.0
6	3.0	2.2	0.0	2.1	0.0	0.0
7	0.0	3.1	2.3	0.0	2.2	0.0
8	2.0	0.0	3.1	2.2	0.0	2.2
9	1.0	2.1	0.0	3.3	2.4	0.0
10	1.0	0.9	1.8	0.0	2.8	2.1
11	0.0	0.9	0.8	1.7	0.0	2.6
12	1.0	0.0	0.9	0.8	1.7	0.0
K-5	4.0	1.9	1.9	0.0	0.0	0.0
6-8	5.0	5.3	5.4	4.3	2.2	2.2
9-12	3.0	3.9	3.5	5.8	6.9	4.7
K-12	12.0	11.1	10.8	10.1	9.1	6.9

Study Area 5-Year Projections

Study Area	31 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	2.0	2.0	2.2	2.3	1.9	2.0
2	4.0	1.9	2.0	2.1	2.2	1.8
3	1.0	4.2	2.0	2.1	2.3	2.4
4	2.0	1.0	4.1	2.0	2.0	2.2
5	2.0	2.0	1.0	4.1	2.0	2.0
6	6.0	2.2	2.2	1.1	4.5	2.2
7	4.0	6.2	2.3	2.3	1.1	4.7
8	2.0	3.9	6.1	2.2	2.2	1.1
9	5.0	2.1	4.2	6.5	2.4	2.4
10	4.0	4.3	1.8	3.6	5.6	2.1
11	1.0	3.8	4.0	1.7	3.4	5.3
12	2.0	1.0	3.6	3.9	1.7	3.3
K-5	13.0	13.3	13.6	14.4	12.4	12.4
6-8	12.0	12.3	10.6	5.6	7.8	8.0
9-12	12.0	11.2	13.6	15.7	13.1	13.1
K-12	37.0	36.8	37.8	35.7	33.3	33.5

Study Area	32 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	1.0	1.0	1.1	1.2	0.9	1.0
2	0.0	1.0	1.0	1.1	1.1	0.9
3	1.0	0.0	1.0	1.0	1.1	1.2
4	1.0	1.0	0.0	1.0	1.0	1.1
5	0.0	1.0	1.0	0.0	1.0	1.0
6	1.0	0.0	1.1	1.1	0.0	1.1
7	2.0	1.0	0.0	1.1	1.1	0.0
8	0.0	2.0	1.0	0.0	1.1	1.1
9	2.0	0.0	2.1	1.1	0.0	1.2
10	1.0	1.7	0.0	1.8	0.9	0.0
11	0.0	0.9	1.6	0.0	1.7	0.9
12	0.0	0.0	0.9	1.6	0.0	1.6
K-5	4.0	5.1	5.2	5.2	6.1	6.2
6-8	3.0	3.0	2.1	2.2	2.2	2.2
9-12	3.0	2.6	4.6	4.5	2.6	3.7
K-12	10.0	10.7	11.9	11.9	10.9	12.1

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
33						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	1.1	0.0	0.0	0.0	0.0
7	1.0	0.0	1.1	0.0	0.0	0.0
8	0.0	1.0	0.0	1.1	0.0	0.0
9	0.0	0.0	1.0	0.0	1.2	0.0
10	1.0	0.0	0.0	0.9	0.0	1.0
11	1.0	0.9	0.0	0.0	0.8	0.0
12	1.0	1.0	0.9	0.0	0.0	0.8
K-5	1.0	0.0	0.0	0.0	0.0	0.0
6-8	1.0	2.1	1.1	1.1	0.0	0.0
9-12	3.0	1.9	1.9	0.9	2.0	1.8
K-12	5.0	4.0	3.0	2.0	2.0	1.8

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
34						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0
4	1.0	1.0	0.0	0.0	0.0	0.0
5	0.0	1.0	1.0	0.0	0.0	0.0
6	2.0	0.0	1.1	1.1	0.0	0.0
7	0.0	2.1	0.0	1.1	1.1	0.0
8	1.0	0.0	2.0	0.0	1.1	1.1
9	1.0	1.1	0.0	2.2	0.0	1.2
10	1.0	0.9	0.9	0.0	1.9	0.0
11	0.0	0.9	0.8	0.9	0.0	1.8
12	0.0	0.0	0.9	0.8	0.8	0.0
K-5	2.0	2.0	1.0	0.0	0.0	0.0
6-8	3.0	2.1	3.1	2.2	2.2	1.1
9-12	2.0	2.9	2.6	3.9	2.7	3.0
K-12	7.0	7.0	6.7	6.1	4.9	4.1

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.5	6.8	5.5	6.0	6.1
1	1.0	6.1	6.6	7.0	5.6	6.1
2	2.0	1.0	5.9	6.4	6.7	5.4
3	3.0	2.1	1.0	6.2	6.8	7.1
4	1.0	2.9	2.1	1.0	6.0	6.5
5	0.0	1.0	2.9	2.1	1.0	6.0
6	3.0	0.0	1.1	3.2	2.3	1.1
7	3.0	3.1	0.0	1.1	3.3	2.4
8	3.0	2.9	3.1	0.0	1.1	3.3
9	3.0	3.2	3.1	3.3	0.0	1.2
10	2.0	2.6	2.8	2.7	2.8	0.0
11	1.0	1.9	2.4	2.6	2.5	2.6
12	1.0	1.0	1.8	2.4	2.5	2.5
K-5	13.0	19.6	25.3	28.2	32.1	37.2
6-8	9.0	6.0	4.2	4.3	6.7	6.8
9-12	7.0	8.7	10.1	11.0	7.8	6.3
K-12	29.0	34.3	39.6	43.5	46.6	50.3

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	1.0	2.0	2.2	2.3	1.9	2.0
2	2.0	1.0	2.0	2.1	2.2	1.8
3	1.0	2.1	1.0	2.1	2.3	2.4
4	1.0	1.0	2.1	1.0	2.0	2.2
5	4.0	1.0	1.0	2.1	1.0	2.0
6	1.0	4.4	1.1	1.1	2.3	1.1
7	0.0	1.0	4.6	1.1	1.1	2.4
8	2.0	0.0	1.0	4.5	1.1	1.1
9	1.0	2.1	0.0	1.1	4.8	1.2
10	1.0	0.9	1.8	0.0	0.9	4.1
11	0.0	0.9	0.8	1.7	0.0	0.9
12	0.0	0.0	0.9	0.8	1.7	0.0
K-5	11.0	9.3	10.6	11.4	11.4	12.4
6-8	3.0	5.4	6.7	6.7	4.5	4.6
9-12	2.0	3.9	3.5	3.6	7.4	6.2
K-12	16.0	18.6	20.8	21.7	23.3	23.2

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
37						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
K-12	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
38						
K	5.0	5.4	5.7	4.6	5.0	5.1
1	8.0	5.1	5.5	5.8	4.7	5.1
2	4.0	8.9	5.7	6.1	6.4	5.2
3	2.0	3.8	8.5	5.4	5.9	6.2
4	4.0	2.0	3.9	8.7	5.5	6.0
5	1.0	4.4	2.2	4.3	9.5	6.0
6	5.0	1.0	4.6	2.3	4.5	10.0
7	2.0	5.4	1.1	4.9	2.5	4.8
8	1.0	2.2	6.0	1.3	5.5	2.8
9	1.0	1.2	2.6	7.0	1.5	6.4
10	1.0	0.9	1.1	2.4	6.3	1.3
11	2.0	1.0	0.9	1.0	2.3	6.2
12	4.0	1.9	1.0	0.9	1.0	2.2
K-5	24.0	29.6	31.5	34.9	37.0	33.6
6-8	8.0	8.6	11.7	8.5	12.5	17.6
9-12	8.0	5.0	5.6	11.3	11.1	16.1
K-12	40.0	43.2	48.8	54.7	60.6	67.3

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	8.0	8.7	9.1	7.3	8.0	8.1
1	12.0	8.2	8.8	9.3	7.5	8.1
2	12.0	13.3	9.1	9.8	10.3	8.3
3	12.0	11.5	12.8	8.7	9.4	9.9
4	7.0	12.2	11.8	13.0	8.9	9.6
5	12.0	7.6	13.3	12.8	14.2	9.7
6	10.0	12.6	8.0	14.0	13.4	14.9
7	11.0	10.7	13.5	8.6	15.0	14.4
8	12.0	12.3	12.0	15.1	9.6	16.8
9	12.0	14.0	14.4	14.0	17.7	11.2
10	9.0	10.8	12.6	13.0	12.6	15.9
11	5.0	8.8	10.6	12.4	12.7	12.4
12	8.0	4.9	8.6	10.3	12.0	12.3
K-5	63.0	61.5	64.9	60.9	58.3	53.7
6-8	33.0	35.6	33.5	37.7	38.0	46.1
9-12	34.0	38.5	46.2	49.7	55.0	51.8
K-12	130.0	135.6	144.6	148.3	151.3	151.6

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	5.0	3.1	3.3	3.5	2.8	3.1
2	3.0	5.6	3.4	3.7	3.9	3.1
3	6.0	2.9	5.3	3.3	3.5	3.7
4	4.0	6.1	2.9	5.4	3.3	3.6
5	1.0	4.4	6.7	3.2	5.9	3.6
6	3.0	1.0	4.6	7.0	3.4	6.2
7	4.0	3.2	1.1	4.9	7.5	3.6
8	1.0	4.5	3.6	1.3	5.5	8.4
9	3.0	1.2	5.2	4.2	1.5	6.4
10	4.0	2.7	1.1	4.7	3.8	1.3
11	2.0	3.9	2.6	1.0	4.6	3.7
12	4.0	1.9	3.8	2.6	1.0	4.5
K-5	22.0	25.4	25.0	21.8	22.4	20.2
6-8	8.0	8.7	9.3	13.2	16.4	18.2
9-12	13.0	9.7	12.7	12.5	10.9	15.9
K-12	43.0	43.8	47.0	47.5	49.7	54.3

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	4.0	0.0	0.0	0.0	0.0	0.0
2	2.0	4.4	0.0	0.0	0.0	0.0
3	1.0	1.9	4.3	0.0	0.0	0.0
4	2.0	1.0	2.0	4.3	0.0	0.0
5	1.0	2.2	1.1	2.1	4.7	0.0
6	1.0	1.0	2.3	1.2	2.2	5.0
7	3.0	1.1	1.1	2.4	1.2	2.4
8	3.0	3.4	1.2	1.3	2.7	1.4
9	2.0	3.5	3.9	1.4	1.5	3.2
10	4.0	1.8	3.2	3.5	1.3	1.3
11	0.0	3.9	1.8	3.1	3.5	1.2
12	1.0	0.0	3.8	1.7	3.0	3.4
K-5	10.0	9.5	7.4	6.4	4.7	0.0
6-8	7.0	5.5	4.6	4.9	6.1	8.8
9-12	7.0	9.2	12.7	9.7	9.3	9.1
K-12	24.0	24.2	24.7	21.0	20.1	17.9

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	1.0	5.1	5.5	5.8	4.7	5.1
2	6.0	1.1	5.4	5.9	6.1	5.0
3	1.0	6.5	1.2	5.9	6.4	6.7
4	8.0	1.0	6.5	1.2	5.9	6.4
5	1.0	7.6	0.9	6.2	1.1	5.6
6	2.0	1.0	7.4	0.9	6.0	1.1
7	4.0	1.9	0.9	6.9	0.9	5.7
8	2.0	3.8	1.8	0.9	6.5	0.8
9	5.0	2.3	4.3	2.0	1.0	7.4
10	1.0	4.8	2.2	4.1	1.9	0.9
11	1.0	1.1	5.1	2.3	4.4	2.0
12	3.0	1.0	1.0	5.0	2.3	4.3
K-5	22.0	26.7	25.2	29.6	29.2	33.9
6-8	8.0	6.7	10.1	8.7	13.4	7.6
9-12	10.0	9.2	12.6	13.4	9.6	14.6
K-12	40.0	42.6	47.9	51.7	52.2	56.1

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	3.0	1.1	0.0	0.0	0.0	0.0
3	0.0	3.3	1.2	0.0	0.0	0.0
4	1.0	0.0	3.3	1.2	0.0	0.0
5	1.0	0.9	0.0	3.1	1.1	0.0
6	1.0	1.0	0.9	0.0	3.0	1.1
7	2.0	0.9	0.9	0.9	0.0	2.8
8	3.0	1.9	0.9	0.9	0.8	0.0
9	4.0	3.4	2.1	1.0	1.0	0.9
10	3.0	3.8	3.2	2.0	1.0	0.9
11	6.0	3.2	4.1	3.5	2.2	1.0
12	4.0	5.9	3.1	4.0	3.4	2.1
K-5	6.0	5.3	4.5	4.3	1.1	0.0
6-8	6.0	3.8	2.7	1.8	3.8	3.9
9-12	17.0	16.3	12.5	10.5	7.6	4.9
K-12	29.0	25.4	19.7	16.6	12.5	8.8

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	0.0	2.0	2.2	2.3	1.9	2.0
2	0.0	0.0	2.2	2.3	2.5	2.0
3	0.0	0.0	0.0	2.4	2.6	2.7
4	0.0	0.0	0.0	0.0	2.4	2.6
5	1.0	0.0	0.0	0.0	0.0	2.2
6	3.0	1.0	0.0	0.0	0.0	0.0
7	2.0	2.8	0.9	0.0	0.0	0.0
8	0.0	1.9	2.7	0.9	0.0	0.0
9	3.0	0.0	2.1	3.0	1.0	0.0
10	2.0	2.8	0.0	2.0	2.9	0.9
11	0.0	2.1	3.0	0.0	2.2	3.1
12	2.0	0.0	2.1	3.0	0.0	2.1
K-5	3.0	4.2	6.7	8.8	11.4	13.5
6-8	5.0	5.7	3.6	0.9	0.0	0.0
9-12	7.0	4.9	7.2	8.0	6.1	6.1
K-12	15.0	14.8	17.5	17.7	17.5	19.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	7.0	7.6	8.0	6.4	7.0	7.1
1	3.0	7.1	7.7	8.1	6.5	7.1
2	3.0	3.2	7.6	8.2	8.6	6.9
3	1.0	3.3	3.5	8.2	8.9	9.4
4	5.0	1.0	3.3	3.5	8.2	8.9
5	1.0	4.8	0.9	3.1	3.3	7.8
6	3.0	1.0	4.6	0.9	3.0	3.2
7	1.0	2.8	0.9	4.3	0.9	2.8
8	6.0	0.9	2.7	0.9	4.1	0.8
9	3.0	6.8	1.1	3.0	1.0	4.6
10	2.0	2.8	6.5	1.0	2.9	0.9
11	7.0	2.1	3.0	7.0	1.1	3.1
12	4.0	6.9	2.1	3.0	6.8	1.1
K-5	20.0	27.0	31.0	37.5	42.5	47.2
6-8	10.0	4.7	8.2	6.1	8.0	6.8
9-12	16.0	18.6	12.7	14.0	11.8	9.7
K-12	46.0	50.3	51.9	57.6	62.3	63.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	7.0	7.6	8.0	6.4	7.0	7.1
1	4.0	7.1	7.7	8.1	6.5	7.1
2	3.0	4.2	7.6	8.2	8.6	6.9
3	4.0	3.3	4.6	8.2	8.9	9.4
4	3.0	4.0	3.3	4.6	8.2	8.9
5	4.0	2.8	3.8	3.1	4.4	7.8
6	5.0	3.9	2.8	3.7	3.0	4.3
7	3.0	4.7	3.6	2.6	3.5	2.8
8	1.0	2.8	4.4	3.4	2.4	3.3
9	3.0	1.1	3.2	5.0	3.9	2.8
10	2.0	2.8	1.1	3.1	4.8	3.7
11	4.0	2.1	3.0	1.2	3.3	5.1
12	4.0	3.9	2.1	3.0	1.1	3.2
K-5	25.0	29.0	35.0	38.6	43.6	47.2
6-8	9.0	11.4	10.8	9.7	8.9	10.4
9-12	13.0	9.9	9.4	12.3	13.1	14.8
K-12	47.0	50.3	55.2	60.6	65.6	72.4

Study Area 5-Year Projections

Study Area 47A		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	2.0	2.0	2.2	2.3	1.9	2.0
2	1.0	2.1	2.2	2.3	2.5	2.0
3	2.0	1.1	2.3	2.4	2.6	2.7
4	1.0	2.0	1.1	2.3	2.4	2.6
5	4.0	0.9	1.9	1.0	2.2	2.2
6	3.0	3.9	0.9	1.8	1.0	2.1
7	3.0	2.8	3.6	0.9	1.7	0.9
8	0.0	2.8	2.7	3.4	0.8	1.6
9	3.0	0.0	3.2	3.0	3.9	0.9
10	4.0	2.8	0.0	3.1	2.9	3.7
11	2.0	4.3	3.0	0.0	3.3	3.1
12	2.0	2.0	4.2	3.0	0.0	3.2
K-5	12.0	10.3	12.0	12.1	13.6	13.5
6-8	6.0	9.5	7.2	6.1	3.5	4.6
9-12	11.0	9.1	10.4	9.1	10.1	10.9
K-12	29.0	28.9	29.6	27.3	27.2	29.0

Study Area 47B		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	2.0	0.0	0.0	0.0	0.0	0.0
2	1.0	2.1	0.0	0.0	0.0	0.0
3	0.0	1.1	2.3	0.0	0.0	0.0
4	2.0	0.0	1.1	2.3	0.0	0.0
5	0.0	1.9	0.0	1.0	2.2	0.0
6	0.0	0.0	1.8	0.0	1.0	2.1
7	0.0	0.0	0.0	1.7	0.0	0.9
8	1.0	0.0	0.0	0.0	1.6	0.0
9	0.0	1.1	0.0	0.0	0.0	1.9
10	0.0	0.0	1.1	0.0	0.0	0.0
11	1.0	0.0	0.0	1.2	0.0	0.0
12	0.0	1.0	0.0	0.0	1.1	0.0
K-5	5.0	5.1	3.4	3.3	2.2	0.0
6-8	1.0	0.0	1.8	1.7	2.6	3.0
9-12	1.0	2.1	1.1	1.2	1.1	1.9
K-12	7.0	7.2	6.3	6.2	5.9	4.9

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	1.0	1.0	1.1	1.2	0.9	1.0
2	2.0	1.1	1.1	1.2	1.2	1.0
3	0.0	2.2	1.2	1.2	1.3	1.3
4	1.0	0.0	2.2	1.2	1.2	1.3
5	4.0	0.9	0.0	2.1	1.1	1.1
6	0.0	3.9	0.9	0.0	2.0	1.1
7	3.0	0.0	3.6	0.9	0.0	1.9
8	0.0	2.8	0.0	3.4	0.8	0.0
9	2.0	0.0	3.2	0.0	3.9	0.9
10	1.0	1.9	0.0	3.1	0.0	3.7
11	1.0	1.1	2.0	0.0	3.3	0.0
12	3.0	1.0	1.0	2.0	0.0	3.2
K-5	9.0	6.3	6.7	7.8	6.7	6.7
6-8	3.0	6.7	4.5	4.3	2.8	3.0
9-12	7.0	4.0	6.2	5.1	7.2	7.8
K-12	19.0	17.0	17.4	17.2	16.7	17.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	0.0	5.1	5.5	5.8	4.7	5.1
2	4.0	0.0	4.9	5.3	5.6	4.5
3	4.0	4.2	0.0	5.2	5.6	5.9
4	3.0	3.9	4.1	0.0	5.0	5.5
5	4.0	3.0	3.9	4.1	0.0	5.0
6	4.0	4.4	3.3	4.3	4.5	0.0
7	4.0	4.2	4.6	3.4	4.4	4.7
8	3.0	3.9	4.1	4.5	3.4	4.3
9	4.0	3.2	4.2	4.4	4.8	3.6
10	1.0	3.4	2.8	3.6	3.8	4.1
11	0.0	0.9	3.2	2.6	3.4	3.5
12	6.0	0.0	0.9	3.1	2.5	3.3
K-5	20.0	21.6	24.1	25.0	25.9	31.1
6-8	11.0	12.5	12.0	12.2	12.3	9.0
9-12	11.0	7.5	11.1	13.7	14.5	14.5
K-12	42.0	41.6	47.2	50.9	52.7	54.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	6.0	4.1	4.4	4.6	3.7	4.1
2	3.0	5.8	3.9	4.2	4.5	3.6
3	4.0	3.2	6.1	4.2	4.5	4.7
4	0.0	3.9	3.1	5.9	4.0	4.4
5	3.0	0.0	3.9	3.1	5.9	4.0
6	6.0	3.3	0.0	4.3	3.4	6.5
7	5.0	6.2	3.4	0.0	4.4	3.5
8	4.0	4.9	6.1	3.4	0.0	4.3
9	3.0	4.3	5.2	6.5	3.6	0.0
10	1.0	2.6	3.7	4.5	5.6	3.1
11	3.0	0.9	2.4	3.5	4.2	5.3
12	1.0	2.9	0.9	2.4	3.4	4.1
K-5	20.0	21.3	25.9	25.7	26.6	24.9
6-8	15.0	14.4	9.5	7.7	7.8	14.3
9-12	8.0	10.7	12.2	16.9	16.8	12.5
K-12	43.0	46.4	47.6	50.3	51.2	51.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	0.0	1.0	0.0	0.0	0.0	0.0
3	1.0	0.0	1.0	0.0	0.0	0.0
4	2.0	1.0	0.0	1.0	0.0	0.0
5	0.0	2.0	1.0	0.0	1.0	0.0
6	2.0	0.0	2.2	1.1	0.0	1.1
7	2.0	2.1	0.0	2.3	1.1	0.0
8	0.0	2.0	2.0	0.0	2.2	1.1
9	2.0	0.0	2.1	2.2	0.0	2.4
10	2.0	1.7	0.0	1.8	1.9	0.0
11	4.0	1.9	1.6	0.0	1.7	1.8
12	1.0	3.9	1.8	1.6	0.0	1.6
K-5	4.0	4.0	2.0	1.0	1.0	0.0
6-8	4.0	4.1	4.2	3.4	3.3	2.2
9-12	9.0	7.5	5.5	5.6	3.6	5.8
K-12	17.0	15.6	11.7	10.0	7.9	8.0

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	4.0	1.0	0.0	0.0	0.0	0.0
3	5.0	4.2	1.0	0.0	0.0	0.0
4	1.0	4.9	4.1	1.0	0.0	0.0
5	4.0	1.0	4.9	4.1	1.0	0.0
6	1.0	4.4	1.1	5.3	4.5	1.1
7	4.0	1.0	4.6	1.1	5.5	4.7
8	2.0	3.9	1.0	4.5	1.1	5.4
9	2.0	2.1	4.2	1.1	4.8	1.2
10	3.0	1.7	1.8	3.6	0.9	4.1
11	1.0	2.8	1.6	1.7	3.4	0.9
12	4.0	1.0	2.7	1.6	1.7	3.3
K-5	15.0	11.1	10.0	5.1	1.0	0.0
6-8	7.0	9.3	6.7	10.9	11.1	11.2
9-12	10.0	7.6	10.3	8.0	10.8	9.5
K-12	32.0	28.0	27.0	24.0	22.9	20.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	5.0	4.1	4.4	4.6	3.7	4.1
2	7.0	4.8	3.9	4.2	4.5	3.6
3	7.0	7.4	5.1	4.2	4.5	4.7
4	4.0	6.8	7.2	4.9	4.0	4.4
5	3.0	4.0	6.8	7.2	4.9	4.0
6	3.0	3.3	4.4	7.5	7.9	5.4
7	6.0	3.1	3.4	4.6	7.8	8.2
8	3.0	5.9	3.1	3.4	4.5	7.6
9	1.0	3.2	6.3	3.3	3.6	4.8
10	3.0	0.9	2.8	5.4	2.8	3.1
11	4.0	2.8	0.8	2.6	5.1	2.6
12	4.0	3.9	2.7	0.8	2.5	4.9
K-5	30.0	31.4	31.9	28.8	25.6	24.9
6-8	12.0	12.3	10.9	15.5	20.2	21.2
9-12	12.0	10.8	12.6	12.1	14.0	15.4
K-12	54.0	54.5	55.4	56.4	59.8	61.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	6.0	4.1	4.4	4.6	3.7	4.1
2	2.0	5.8	3.9	4.2	4.5	3.6
3	7.0	2.1	6.1	4.2	4.5	4.7
4	3.0	6.8	2.1	5.9	4.0	4.4
5	4.0	3.0	6.8	2.1	5.9	4.0
6	3.0	4.4	3.3	7.5	2.3	6.5
7	6.0	3.1	4.6	3.4	7.8	2.4
8	7.0	5.9	3.1	4.5	3.4	7.6
9	9.0	7.5	6.3	3.3	4.8	3.6
10	8.0	7.7	6.4	5.4	2.8	4.1
11	7.0	7.5	7.3	6.1	5.1	2.6
12	8.0	6.8	7.3	7.1	5.9	4.9
K-5	26.0	26.1	27.8	24.7	26.6	24.9
6-8	16.0	13.4	11.0	15.4	13.5	16.5
9-12	32.0	29.5	27.3	21.9	18.6	15.2
K-12	74.0	69.0	66.1	62.0	58.7	56.6

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	6.0	2.0	2.2	2.3	1.9	2.0
2	4.0	6.7	2.3	2.5	2.6	2.1
3	4.0	3.8	6.4	2.2	2.4	2.5
4	6.0	4.1	3.9	6.5	2.2	2.4
5	5.0	6.5	4.4	4.3	7.1	2.4
6	4.0	5.2	6.9	4.7	4.5	7.5
7	5.0	4.3	5.6	7.3	5.0	4.8
8	3.0	5.6	4.8	6.3	8.2	5.6
9	9.0	3.5	6.6	5.6	7.4	9.6
10	9.0	8.1	3.2	5.9	5.0	6.6
11	15.0	8.8	7.9	3.1	5.8	4.9
12	9.0	14.6	8.6	7.7	3.0	5.6
K-5	27.0	25.3	21.5	19.6	18.2	13.4
6-8	12.0	15.1	17.3	18.3	17.7	17.9
9-12	42.0	35.0	26.3	22.3	21.2	26.7
K-12	81.0	75.4	65.1	60.2	57.1	58.0

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
K-12	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	5.0	5.1	5.5	5.8	4.7	5.1
2	8.0	5.3	5.4	5.9	6.1	5.0
3	3.0	8.7	5.8	5.9	6.4	6.7
4	7.0	3.0	8.7	5.8	5.9	6.4
5	7.0	6.7	2.8	8.3	5.5	5.6
6	6.0	6.8	6.5	2.8	8.0	5.3
7	4.0	5.6	6.4	6.1	2.6	7.6
8	8.0	3.8	5.3	6.0	5.7	2.4
9	5.0	9.1	4.3	6.0	6.8	6.5
10	8.0	4.8	8.7	4.1	5.7	6.5
11	6.0	8.6	5.1	9.3	4.4	6.1
12	4.0	5.9	8.4	5.0	9.1	4.3
K-5	35.0	34.2	33.9	36.3	33.6	33.9
6-8	18.0	16.2	18.2	14.9	16.3	15.3
9-12	23.0	28.4	26.5	24.4	26.0	23.4
K-12	76.0	78.8	78.6	75.6	75.9	72.6

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
58						
K	2.0	2.2	2.3	1.8	2.0	2.0
1	2.0	2.0	2.2	2.3	1.9	2.0
2	5.0	2.1	2.2	2.3	2.5	2.0
3	3.0	5.5	2.3	2.4	2.6	2.7
4	2.0	3.0	5.5	2.3	2.4	2.6
5	3.0	1.9	2.8	5.2	2.2	2.2
6	1.0	2.9	1.8	2.8	5.0	2.1
7	1.0	0.9	2.7	1.7	2.6	4.7
8	1.0	0.9	0.9	2.6	1.6	2.4
9	4.0	1.1	1.1	1.0	2.9	1.9
10	2.0	3.8	1.1	1.0	1.0	2.8
11	1.0	2.1	4.1	1.2	1.1	1.0
12	2.0	1.0	2.1	4.0	1.1	1.1
K-5	17.0	16.7	17.3	16.3	13.6	13.5
6-8	3.0	4.7	5.4	7.1	9.2	9.2
9-12	9.0	8.0	8.4	7.2	6.1	6.8
K-12	29.0	29.4	31.1	30.6	28.9	29.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
59						
K	4.0	4.3	4.5	3.7	4.0	4.1
1	10.0	4.1	4.4	4.6	3.7	4.1
2	9.0	10.6	4.3	4.7	4.9	4.0
3	6.0	9.8	11.6	4.7	5.1	5.4
4	12.0	6.0	9.8	11.6	4.7	5.1
5	8.0	11.4	5.7	9.3	11.0	4.5
6	8.0	7.8	11.1	5.5	9.0	10.6
7	7.0	7.5	7.3	10.4	5.2	8.5
8	5.0	6.6	7.1	6.9	9.8	4.9
9	7.0	5.7	7.5	8.1	7.8	11.1
10	6.0	6.7	5.4	7.1	7.7	7.4
11	5.0	6.4	7.1	5.8	7.6	8.2
12	5.0	4.9	6.3	7.0	5.7	7.5
K-5	49.0	46.2	40.3	38.6	33.4	27.2
6-8	20.0	21.9	25.5	22.8	24.0	24.0
9-12	23.0	23.7	26.3	28.0	28.8	34.2
K-12	92.0	91.8	92.1	89.4	86.2	85.4

Study Area 5-Year Projections

Study Area	60 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	2.0	4.1	4.4	4.6	3.7	4.1
2	5.0	2.1	4.3	4.7	4.9	4.0
3	5.0	5.5	2.3	4.7	5.1	5.4
4	3.0	5.0	5.5	2.3	4.7	5.1
5	5.0	2.8	4.8	5.2	2.2	4.5
6	3.0	4.9	2.8	4.6	5.0	2.1
7	8.0	2.8	4.6	2.6	4.3	4.7
8	4.0	7.5	2.7	4.3	2.4	4.1
9	3.0	4.6	8.6	3.0	4.9	2.8
10	3.0	2.8	4.3	8.1	2.9	4.6
11	2.0	3.2	3.0	4.6	8.7	3.1
12	3.0	2.0	3.1	3.0	4.5	8.5
K-5	24.0	23.8	25.8	25.2	24.6	27.2
6-8	15.0	15.2	10.1	11.5	11.7	10.9
9-12	11.0	12.6	19.0	18.7	21.0	19.0
K-12	50.0	51.6	54.9	55.4	57.3	57.1

Study Area	61 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.5	6.8	5.5	6.0	6.1
1	3.0	6.1	6.6	7.0	5.6	6.1
2	4.0	2.9	5.9	6.4	6.7	5.4
3	3.0	4.0	2.9	5.9	6.4	6.7
4	2.0	3.0	4.1	2.9	6.0	6.5
5	4.0	1.9	2.9	3.9	2.8	5.7
6	4.0	4.3	2.0	3.1	4.1	3.0
7	4.0	4.1	4.4	2.1	3.1	4.2
8	1.0	4.1	4.2	4.5	2.1	3.2
9	4.0	1.2	5.0	5.1	5.4	2.6
10	3.0	4.1	1.2	5.1	5.2	5.5
11	3.0	3.0	4.0	1.2	5.0	5.1
12	4.0	3.2	3.2	4.3	1.3	5.4
K-5	22.0	24.4	29.2	31.6	33.5	36.5
6-8	9.0	12.5	10.6	9.7	9.3	10.4
9-12	14.0	11.5	13.4	15.7	16.9	18.6
K-12	45.0	48.4	53.2	57.0	59.7	65.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	10.0	10.8	11.4	9.2	10.0	10.2
1	1.0	10.2	11.1	11.6	9.3	10.2
2	2.0	1.0	9.8	10.6	11.1	9.0
3	7.0	2.0	1.0	9.9	10.7	11.2
4	1.0	7.1	2.0	1.0	10.0	10.8
5	3.0	0.9	6.7	1.9	0.9	9.5
6	6.0	3.2	1.0	7.2	2.1	1.0
7	5.0	6.1	3.3	1.0	7.3	2.1
8	5.0	5.1	6.2	3.3	1.1	7.5
9	7.0	6.1	6.2	7.6	4.1	1.3
10	6.0	7.1	6.2	6.3	7.8	4.2
11	9.0	5.9	7.1	6.2	6.3	7.7
12	4.0	9.6	6.4	7.6	6.6	6.7
K-5	24.0	32.0	42.0	44.2	52.0	60.9
6-8	16.0	14.4	10.5	11.5	10.5	10.6
9-12	26.0	28.7	25.9	27.7	24.8	19.9
K-12	66.0	75.1	78.4	83.4	87.3	91.4

Study Area	Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	9.0	9.8	10.2	8.2	9.0	9.2
1	4.0	9.2	10.0	10.4	8.4	9.2
2	7.0	3.8	8.8	9.6	10.0	8.1
3	7.0	7.4	4.1	9.3	10.1	10.6
4	6.0	6.8	7.2	3.9	9.1	9.8
5	4.0	6.0	6.8	7.2	3.9	9.1
6	5.0	4.4	6.6	7.5	7.9	4.3
7	1.0	5.2	4.6	6.9	7.8	8.2
8	5.0	1.0	5.1	4.5	6.7	7.6
9	8.0	5.4	1.0	5.5	4.8	7.2
10	5.0	6.9	4.6	0.9	4.7	4.1
11	7.0	4.7	6.5	4.3	0.8	4.4
12	5.0	6.8	4.6	6.3	4.2	0.8
K-5	37.0	43.0	47.1	48.6	50.5	56.0
6-8	11.0	10.6	16.3	18.9	22.4	20.1
9-12	25.0	23.8	16.7	17.0	14.5	16.5
K-12	73.0	77.4	80.1	84.5	87.4	92.6

Study Area 5-Year Projections

Study Area	64A Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	4.0	3.1	3.3	3.5	2.8	3.1
2	8.0	3.8	2.9	3.2	3.3	2.7
3	3.0	8.5	4.1	3.1	3.4	3.5
4	3.0	2.9	8.2	3.9	3.0	3.3
5	5.0	3.0	2.9	8.2	3.9	3.0
6	3.0	5.5	3.3	3.2	9.0	4.3
7	3.0	3.1	5.7	3.4	3.3	9.4
8	1.0	2.9	3.1	5.6	3.4	3.3
9	5.0	1.1	3.1	3.3	6.0	3.6
10	1.0	4.3	0.9	2.7	2.8	5.2
11	3.0	0.9	4.0	0.9	2.5	2.6
12	8.0	2.9	0.9	3.9	0.8	2.5
K-5	26.0	24.6	24.8	24.6	19.4	18.7
6-8	7.0	11.5	12.1	12.2	15.7	17.0
9-12	17.0	9.2	8.9	10.8	12.1	13.9
K-12	50.0	45.3	45.8	47.6	47.2	49.6

Study Area	64B Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	9.0	9.8	10.2	8.2	9.0	9.2
1	11.0	9.2	10.0	10.4	8.4	9.2
2	7.0	10.6	8.8	9.6	10.0	8.1
3	11.0	7.4	11.2	9.3	10.1	10.6
4	6.0	10.7	7.2	10.9	9.1	9.8
5	5.0	6.0	10.7	7.2	10.9	9.1
6	9.0	5.5	6.6	11.7	7.9	11.9
7	8.0	9.4	5.7	6.9	12.2	8.2
8	7.0	7.8	9.2	5.6	6.7	12.0
9	2.0	7.5	8.4	9.8	6.0	7.2
10	4.0	1.7	6.4	7.2	8.4	5.2
11	5.0	3.8	1.6	6.1	6.8	7.9
12	1.0	4.9	3.6	1.6	5.9	6.6
K-5	49.0	53.7	58.1	55.6	57.5	56.0
6-8	24.0	22.7	21.5	24.2	26.8	32.1
9-12	12.0	17.9	20.0	24.7	27.1	26.9
K-12	85.0	94.3	99.6	104.5	111.4	115.0

Study Area 5-Year Projections

Study Area	65 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	2.0	3.1	3.3	3.5	2.8	3.1
2	8.0	1.9	2.9	3.2	3.3	2.7
3	4.0	8.5	2.0	3.1	3.4	3.5
4	3.0	3.9	8.2	2.0	3.0	3.3
5	3.0	3.0	3.9	8.2	2.0	3.0
6	5.0	3.3	3.3	4.3	9.0	2.2
7	7.0	5.2	3.4	3.4	4.4	9.4
8	6.0	6.9	5.1	3.4	3.4	4.3
9	3.0	6.4	7.3	5.5	3.6	3.6
10	5.0	2.6	5.5	6.3	4.7	3.1
11	4.0	4.7	2.4	5.2	5.9	4.4
12	4.0	3.9	4.6	2.4	5.0	5.8
K-5	23.0	23.7	23.7	22.7	17.5	18.7
6-8	18.0	15.4	11.8	11.1	16.8	15.9
9-12	16.0	17.6	19.8	19.4	19.2	16.9
K-12	57.0	56.7	55.3	53.2	53.5	51.5

Study Area	66 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	2.0	4.1	4.4	4.6	3.7	4.1
2	10.0	1.9	3.9	4.2	4.5	3.6
3	5.0	10.6	2.0	4.2	4.5	4.7
4	3.0	4.9	10.3	2.0	4.0	4.4
5	7.0	3.0	4.9	10.3	2.0	4.0
6	9.0	7.7	3.3	5.3	11.3	2.2
7	6.0	9.4	8.0	3.4	5.5	11.8
8	4.0	5.9	9.2	7.8	3.4	5.4
9	6.0	4.3	6.3	9.8	8.4	3.6
10	6.0	5.2	3.7	5.4	8.4	7.2
11	3.0	5.6	4.9	3.5	5.1	7.9
12	4.0	2.9	5.5	4.7	3.4	4.9
K-5	31.0	28.8	30.0	29.0	22.7	24.9
6-8	19.0	23.0	20.5	16.5	20.2	19.4
9-12	19.0	18.0	20.4	23.4	25.3	23.6
K-12	69.0	69.8	70.9	68.9	68.2	67.9

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
67						
				PROJECTED	RESIDENT	STUDENTS
K	2.0	2.2	2.3	1.8	2.0	2.0
1	2.0	2.0	2.2	2.3	1.9	2.0
2	2.0	1.9	2.0	2.1	2.2	1.8
3	3.0	2.1	2.0	2.1	2.3	2.4
4	4.0	2.9	2.1	2.0	2.0	2.2
5	5.0	4.0	2.9	2.1	2.0	2.0
6	3.0	5.5	4.4	3.2	2.3	2.2
7	5.0	3.1	5.7	4.6	3.3	2.4
8	3.0	4.9	3.1	5.6	4.5	3.3
9	3.0	3.2	5.2	3.3	6.0	4.8
10	0.0	2.6	2.8	4.5	2.8	5.2
11	2.0	0.0	2.4	2.6	4.2	2.6
12	2.0	1.9	0.0	2.4	2.5	4.1
K-5	18.0	15.1	13.5	12.4	12.4	12.4
6-8	11.0	13.5	13.2	13.4	10.1	7.9
9-12	7.0	7.7	10.4	12.8	15.5	16.7
K-12	36.0	36.3	37.1	38.6	38.0	37.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
68						
				PROJECTED	RESIDENT	STUDENTS
K	5.0	5.4	5.7	4.6	5.0	5.1
1	5.0	5.1	5.5	5.8	4.7	5.1
2	2.0	4.8	4.9	5.3	5.6	4.5
3	5.0	2.1	5.1	5.2	5.6	5.9
4	3.0	4.9	2.1	4.9	5.0	5.5
5	4.0	3.0	4.9	2.1	4.9	5.0
6	3.0	4.4	3.3	5.3	2.3	5.4
7	2.0	3.1	4.6	3.4	5.5	2.4
8	2.0	2.0	3.1	4.5	3.4	5.4
9	4.0	2.1	2.1	3.3	4.8	3.6
10	1.0	3.4	1.8	1.8	2.8	4.1
11	2.0	0.9	3.2	1.7	1.7	2.6
12	5.0	1.9	0.9	3.1	1.7	1.6
K-5	24.0	25.3	28.2	27.9	30.8	31.1
6-8	7.0	9.5	11.0	13.2	11.2	13.2
9-12	12.0	8.3	8.0	9.9	11.0	11.9
K-12	43.0	43.1	47.2	51.0	53.0	56.2

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
69						
K	3.0	3.3	3.4	2.7	3.0	3.1
1	9.0	3.1	3.3	3.5	2.8	3.1
2	5.0	8.6	2.9	3.2	3.3	2.7
3	13.0	5.3	9.2	3.1	3.4	3.5
4	9.0	12.6	5.1	8.9	3.0	3.3
5	5.0	9.0	12.6	5.1	8.9	3.0
6	3.0	5.5	9.9	13.9	5.7	9.8
7	7.0	3.1	5.7	10.3	14.4	5.9
8	7.0	6.9	3.1	5.6	10.1	14.1
9	4.0	7.5	7.3	3.3	6.0	10.8
10	8.0	3.4	6.4	6.3	2.8	5.2
11	8.0	7.5	3.2	6.1	5.9	2.6
12	4.0	7.8	7.3	3.1	5.9	5.8
K-5	44.0	41.9	36.5	26.5	24.4	18.7
6-8	17.0	15.5	18.7	29.8	30.2	29.8
9-12	24.0	26.2	24.2	18.8	20.6	24.4
K-12	85.0	83.6	79.4	75.1	75.2	72.9

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
70						
K	1.0	1.1	1.1	0.9	1.0	1.0
1	0.0	1.0	1.1	1.2	0.9	1.0
2	0.0	0.0	1.0	1.1	1.1	0.9
3	1.0	0.0	0.0	1.0	1.1	1.2
4	2.0	1.0	0.0	0.0	1.0	1.1
5	0.0	2.0	1.0	0.0	0.0	1.0
6	1.0	0.0	2.2	1.1	0.0	0.0
7	1.0	1.0	0.0	2.3	1.1	0.0
8	0.0	1.0	1.0	0.0	2.2	1.1
9	2.0	0.0	1.0	1.1	0.0	2.4
10	3.0	1.7	0.0	0.9	0.9	0.0
11	0.0	2.8	1.6	0.0	0.8	0.9
12	1.0	0.0	2.7	1.6	0.0	0.8
K-5	4.0	5.1	4.2	4.2	5.1	6.2
6-8	2.0	2.0	3.2	3.4	3.3	1.1
9-12	6.0	4.5	5.3	3.6	1.7	4.1
K-12	12.0	11.6	12.7	11.2	10.1	11.4

Study Area 5-Year Projections

Study Area	71	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	8.0	8.7	9.1	7.3	8.0	8.1
1	3.0	8.2	8.8	9.3	7.5	8.1
2	12.0	3.2	8.6	9.4	9.8	7.9
3	9.0	13.1	3.5	9.4	10.2	10.7
4	8.0	9.0	13.1	3.5	9.4	10.2
5	4.0	7.6	8.6	12.4	3.3	9.0
6	3.0	3.9	7.4	8.3	12.1	3.2
7	3.0	2.8	3.6	6.9	7.8	11.3
8	5.0	2.8	2.7	3.4	6.5	7.3
9	4.0	5.7	3.2	3.0	3.9	7.4
10	1.0	3.8	5.4	3.1	2.9	3.7
11	11.0	1.1	4.1	5.8	3.3	3.1
12	4.0	10.8	1.0	4.0	5.7	3.2
K-5	44.0	49.8	51.7	51.3	48.2	54.0
6-8	11.0	9.5	13.7	18.6	26.4	21.8
9-12	20.0	21.4	13.7	15.9	15.8	17.4
K-12	75.0	80.7	79.1	85.8	90.4	93.2

Study Area	72	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	4.0	4.3	4.5	3.7	4.0	4.1
1	4.0	4.1	4.4	4.6	3.7	4.1
2	2.0	4.2	4.3	4.7	4.9	4.0
3	7.0	2.2	4.6	4.7	5.1	5.4
4	8.0	7.0	2.2	4.6	4.7	5.1
5	1.0	7.6	6.7	2.1	4.4	4.5
6	2.0	1.0	7.4	6.5	2.0	4.3
7	5.0	1.9	0.9	6.9	6.1	1.9
8	2.0	4.7	1.8	0.9	6.5	5.7
9	6.0	2.3	5.4	2.0	1.0	7.4
10	1.0	5.7	2.2	5.1	1.9	0.9
11	2.0	1.1	6.1	2.3	5.4	2.0
12	3.0	2.0	1.0	6.0	2.3	5.3
K-5	26.0	29.4	26.7	24.4	26.8	27.2
6-8	9.0	7.6	10.1	14.3	14.6	11.9
9-12	12.0	11.1	14.7	15.4	10.6	15.6
K-12	47.0	48.1	51.5	54.1	52.0	54.7

Study Area 5-Year Projections

Study Area	73 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	6.0	3.1	3.3	3.5	2.8	3.1
2	2.0	5.8	2.9	3.2	3.3	2.7
3	3.0	2.0	5.8	3.0	3.2	3.4
4	3.0	3.0	2.0	5.9	3.0	3.2
5	2.0	2.8	2.9	1.9	5.6	2.8
6	6.0	2.1	3.0	3.1	2.1	6.0
7	12.0	6.1	2.2	3.1	3.1	2.1
8	6.0	12.2	6.2	2.2	3.2	3.2
9	10.0	7.3	14.9	7.6	2.7	3.9
10	6.0	10.2	7.5	15.2	7.8	2.8
11	4.0	5.9	10.1	7.4	15.1	7.7
12	10.0	4.3	6.4	10.8	7.9	16.1
K-5	19.0	20.0	20.3	20.2	20.9	18.3
6-8	24.0	20.4	11.4	8.4	8.4	11.3
9-12	30.0	27.7	38.9	41.0	33.5	30.5
K-12	73.0	68.1	70.6	69.6	62.8	60.1

Study Area	74 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	3.0	2.0	2.2	2.3	1.9	2.0
2	3.0	2.9	2.0	2.1	2.2	1.8
3	5.0	3.0	2.9	2.0	2.1	2.2
4	4.0	5.1	3.1	2.9	2.0	2.2
5	2.0	3.8	4.8	2.9	2.8	1.9
6	2.0	2.1	4.1	5.1	3.1	3.0
7	6.0	2.0	2.2	4.1	5.2	3.2
8	2.0	6.1	2.1	2.2	4.2	5.3
9	7.0	2.4	7.5	2.5	2.7	5.2
10	4.0	7.1	2.5	7.6	2.6	2.8
11	4.0	4.0	7.1	2.5	7.5	2.6
12	7.0	4.3	4.2	7.6	2.6	8.1
K-5	19.0	19.0	17.3	14.0	13.0	12.1
6-8	10.0	10.2	8.4	11.4	12.5	11.5
9-12	22.0	17.8	21.3	20.2	15.4	18.7
K-12	51.0	47.0	47.0	45.6	40.9	42.3

Study Area 5-Year Projections

Study Area	75	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	6.0	3.1	3.3	3.5	2.8	3.1
2	3.0	5.8	2.9	3.2	3.3	2.7
3	6.0	3.0	5.8	3.0	3.2	3.4
4	4.0	6.1	3.1	5.9	3.0	3.2
5	0.0	3.8	5.8	2.9	5.6	2.8
6	5.0	0.0	4.1	6.2	3.1	6.0
7	4.0	5.1	0.0	4.1	6.3	3.2
8	5.0	4.1	5.2	0.0	4.2	6.4
9	4.0	6.1	5.0	6.3	0.0	5.2
10	6.0	4.1	6.2	5.1	6.5	0.0
11	0.0	5.9	4.0	6.2	5.0	6.4
12	2.0	0.0	6.4	4.3	6.6	5.4
K-5	22.0	25.1	24.3	21.2	20.9	18.3
6-8	14.0	9.2	9.3	10.3	13.6	15.6
9-12	12.0	16.1	21.6	21.9	18.1	17.0
K-12	48.0	50.4	55.2	53.4	52.6	50.9

Study Area	76	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	1.0	3.1	3.3	3.5	2.8	3.1
2	4.0	1.0	2.9	3.2	3.3	2.7
3	4.0	3.7	0.9	2.7	3.0	3.1
4	2.0	4.0	3.8	0.9	2.8	3.0
5	6.0	2.2	4.5	4.2	1.0	3.1
6	3.0	6.0	2.2	4.5	4.2	1.0
7	7.0	3.0	6.0	2.2	4.5	4.2
8	3.0	7.1	3.1	6.1	2.3	4.6
9	1.0	3.8	8.9	3.8	7.6	2.8
10	6.0	1.0	3.9	9.2	3.9	7.9
11	3.0	6.2	1.1	4.0	9.6	4.1
12	1.0	3.3	6.8	1.2	4.4	10.4
K-5	20.0	17.3	18.8	17.2	15.9	18.1
6-8	13.0	16.1	11.3	12.8	11.0	9.8
9-12	11.0	14.3	20.7	18.2	25.5	25.2
K-12	44.0	47.7	50.8	48.2	52.4	53.1

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	2.0	0.0	0.0	0.0	0.0	0.0
2	1.0	1.9	0.0	0.0	0.0	0.0
3	2.0	0.9	1.8	0.0	0.0	0.0
4	0.0	2.0	0.9	1.8	0.0	0.0
5	1.0	0.0	2.2	1.0	2.0	0.0
6	2.0	1.0	0.0	2.2	1.0	2.0
7	3.0	2.0	1.0	0.0	2.2	1.0
8	1.0	3.1	2.0	1.0	0.0	2.3
9	3.0	1.2	3.8	2.5	1.3	0.0
10	3.0	3.1	1.3	3.9	2.6	1.3
11	3.0	3.1	3.2	1.3	4.1	2.7
12	6.0	3.3	3.4	3.5	1.5	4.5
K-5	6.0	4.8	4.9	2.8	2.0	0.0
6-8	6.0	6.1	3.0	3.2	3.2	5.3
9-12	15.0	10.7	11.7	11.2	9.5	8.5
K-12	27.0	21.6	19.6	17.2	14.7	13.8

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	0.0	2.0	2.2	2.3	1.9	2.0
2	3.0	0.0	2.0	2.1	2.2	1.8
3	4.0	2.8	0.0	1.8	2.0	2.1
4	1.0	4.0	2.8	0.0	1.8	2.0
5	4.0	1.1	4.5	3.1	0.0	2.0
6	6.0	4.0	1.1	4.5	3.1	0.0
7	2.0	6.0	4.0	1.1	4.5	3.1
8	3.0	2.0	6.1	4.1	1.1	4.6
9	5.0	3.8	2.5	7.6	5.1	1.4
10	4.0	5.1	3.9	2.6	7.9	5.3
11	7.0	4.2	5.4	4.0	2.7	8.2
12	5.0	7.6	4.5	5.8	4.4	3.0
K-5	14.0	12.1	13.8	11.1	9.9	11.9
6-8	11.0	12.0	11.2	9.7	8.7	7.7
9-12	21.0	20.7	16.3	20.0	20.1	17.9
K-12	46.0	44.8	41.3	40.8	38.7	37.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
79						
K	2.0	2.2	2.3	1.8	2.0	2.0
1	0.0	2.0	2.2	2.3	1.9	2.0
2	4.0	0.0	2.0	2.1	2.2	1.8
3	1.0	3.7	0.0	1.8	2.0	2.1
4	3.0	1.0	3.8	0.0	1.8	2.0
5	3.0	3.3	1.1	4.2	0.0	2.0
6	4.0	3.0	3.3	1.1	4.2	0.0
7	2.0	4.0	3.0	3.3	1.1	4.2
8	6.0	2.0	4.1	3.1	3.4	1.1
9	3.0	7.5	2.5	5.1	3.8	4.2
10	4.0	3.1	7.7	2.6	5.3	3.9
11	0.0	4.2	3.2	8.0	2.7	5.5
12	1.0	0.0	4.5	3.5	8.8	3.0
K-5	13.0	12.2	11.4	12.2	9.9	11.9
6-8	12.0	9.0	10.4	7.5	8.7	5.3
9-12	8.0	14.8	17.9	19.2	20.6	16.6
K-12	33.0	36.0	39.7	38.9	39.2	33.8

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
80						
K	11.0	11.9	12.5	10.1	11.0	11.2
1	13.0	11.2	12.2	12.8	10.3	11.2
2	11.0	12.5	10.8	11.7	12.2	9.9
3	9.0	10.2	11.6	10.0	10.9	11.4
4	12.0	9.1	10.3	11.7	10.1	11.0
5	10.0	13.3	10.1	11.5	13.0	11.2
6	10.0	10.0	13.3	10.1	11.5	13.0
7	4.0	10.0	10.0	13.3	10.1	11.5
8	6.0	4.1	10.2	10.2	13.6	10.3
9	7.0	7.5	5.1	12.8	12.8	17.0
10	5.0	7.2	7.7	5.3	13.1	13.1
11	8.0	5.2	7.5	8.0	5.5	13.7
12	4.0	8.7	5.7	8.2	8.8	6.0
K-5	66.0	68.2	67.5	67.8	67.5	65.9
6-8	20.0	24.1	33.5	33.6	35.2	34.8
9-12	24.0	28.6	26.0	34.3	40.2	49.8
K-12	110.0	120.9	127.0	135.7	142.9	150.5

Study Area 5-Year Projections

Study Area	81 Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	4.0	3.1	3.3	3.5	2.8	3.1
2	1.0	3.8	2.9	3.2	3.3	2.7
3	1.0	0.9	3.6	2.7	3.0	3.1
4	0.0	1.0	0.9	3.6	2.8	3.0
5	0.0	0.0	1.1	1.0	4.0	3.1
6	2.0	0.0	0.0	1.1	1.0	4.0
7	3.0	2.0	0.0	0.0	1.1	1.0
8	1.0	3.1	2.0	0.0	0.0	1.1
9	2.0	1.2	3.8	2.5	0.0	0.0
10	1.0	2.1	1.3	3.9	2.6	0.0
11	0.0	1.0	2.1	1.3	4.1	2.7
12	2.0	0.0	1.1	2.3	1.5	4.5
K-5	9.0	12.1	15.2	16.7	18.9	18.1
6-8	6.0	5.1	2.0	1.1	2.1	6.1
9-12	5.0	4.3	8.3	10.0	8.2	7.2
K-12	20.0	21.5	25.5	27.8	29.2	31.4

Study Area	82 Projection Date 11/6/2015					
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	4.0	5.1	5.5	5.8	4.7	5.1
2	3.0	3.8	4.9	5.3	5.6	4.5
3	5.0	3.0	3.9	4.9	5.4	5.6
4	6.0	5.1	3.1	3.9	5.0	5.4
5	4.0	5.7	4.8	2.9	3.7	4.7
6	4.0	4.3	6.1	5.1	3.1	4.0
7	1.0	4.1	4.4	6.2	5.2	3.2
8	2.0	1.0	4.2	4.5	6.3	5.3
9	6.0	2.4	1.2	5.1	5.4	7.7
10	2.0	6.1	2.5	1.3	5.2	5.5
11	4.0	2.0	6.1	2.5	1.3	5.1
12	3.0	4.3	2.1	6.5	2.6	1.3
K-5	27.0	28.1	27.9	27.4	29.4	30.4
6-8	7.0	9.4	14.7	15.8	14.6	12.5
9-12	15.0	14.8	11.9	15.4	14.5	19.6
K-12	49.0	52.3	54.5	58.6	58.5	62.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	3.0	0.0	0.0	0.0	0.0	0.0
2	4.0	2.9	0.0	0.0	0.0	0.0
3	3.0	4.0	2.9	0.0	0.0	0.0
4	2.0	3.0	4.1	2.9	0.0	0.0
5	1.0	1.9	2.9	3.9	2.8	0.0
6	1.0	1.1	2.0	3.1	4.1	3.0
7	1.0	1.0	1.1	2.1	3.1	4.2
8	3.0	1.0	1.0	1.1	2.1	3.2
9	1.0	3.7	1.2	1.3	1.4	2.6
10	3.0	1.0	3.7	1.3	1.3	1.4
11	3.0	3.0	1.0	3.7	1.3	1.3
12	4.0	3.2	3.2	1.1	4.0	1.3
K-5	13.0	11.8	9.9	6.8	2.8	0.0
6-8	5.0	3.1	4.1	6.3	9.3	10.4
9-12	11.0	10.9	9.1	7.4	8.0	6.6
K-12	29.0	25.8	23.1	20.5	20.1	17.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	9.0	9.8	10.2	8.2	9.0	9.2
1	2.0	9.2	10.0	10.4	8.4	9.2
2	4.0	1.9	8.8	9.6	10.0	8.1
3	6.0	4.0	1.9	8.9	9.6	10.1
4	7.0	6.1	4.1	2.0	9.0	9.7
5	5.0	6.7	5.8	3.9	1.9	8.5
6	10.0	5.4	7.1	6.2	4.1	2.0
7	6.0	10.2	5.5	7.3	6.3	4.2
8	9.0	6.1	10.4	5.6	7.4	6.4
9	6.0	11.0	7.5	12.7	6.8	9.0
10	13.0	6.1	11.2	7.6	12.9	6.9
11	11.0	12.9	6.1	11.1	7.5	12.8
12	10.0	11.8	13.8	6.5	11.9	8.1
K-5	33.0	37.7	40.8	43.0	47.9	54.8
6-8	25.0	21.7	23.0	19.1	17.8	12.6
9-12	40.0	41.8	38.6	37.9	39.1	36.8
K-12	98.0	101.2	102.4	100.0	104.8	104.2

Study Area 5-Year Projections

Study Area	85 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	3.0	5.1	5.5	5.8	4.7	5.1
2	2.0	2.9	4.9	5.3	5.6	4.5
3	2.0	2.0	2.9	4.9	5.4	5.6
4	4.0	2.0	2.0	2.9	5.0	5.4
5	4.0	3.8	1.9	1.9	2.8	4.7
6	0.0	4.3	4.1	2.1	2.1	3.0
7	5.0	0.0	4.4	4.1	2.1	2.1
8	3.0	5.1	0.0	4.5	4.2	2.1
9	1.0	3.7	6.2	0.0	5.4	5.2
10	2.0	1.0	3.7	6.3	0.0	5.5
11	4.0	2.0	1.0	3.7	6.3	0.0
12	2.0	4.3	2.1	1.1	4.0	6.7
K-5	20.0	21.2	22.9	25.4	28.5	30.4
6-8	8.0	9.4	8.5	10.7	8.4	7.2
9-12	9.0	11.0	13.0	11.1	15.7	17.4
K-12	37.0	41.6	44.4	47.2	52.6	55.0

Study Area	86 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.5	6.8	5.5	6.0	6.1
1	3.0	6.1	6.6	7.0	5.6	6.1
2	5.0	2.9	5.9	6.4	6.7	5.4
3	6.0	4.7	2.7	5.5	5.9	6.2
4	4.0	6.1	4.7	2.7	5.5	6.0
5	4.0	4.4	6.7	5.2	3.0	6.1
6	5.0	4.0	4.4	6.7	5.2	3.0
7	6.0	5.0	4.0	4.4	6.7	5.2
8	2.0	6.1	5.1	4.1	4.5	6.9
9	5.0	2.5	7.6	6.4	5.1	5.7
10	8.0	5.1	2.6	7.9	6.6	5.3
11	8.0	8.3	5.4	2.7	8.2	6.8
12	6.0	8.7	9.1	5.8	2.9	8.9
K-5	28.0	30.7	33.4	32.3	32.7	35.9
6-8	13.0	15.1	13.5	15.2	16.4	15.1
9-12	27.0	24.6	24.7	22.8	22.8	26.7
K-12	68.0	70.4	71.6	70.3	71.9	77.7

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
87						
				PROJECTED	RESIDENT	STUDENTS
K	8.0	8.7	9.1	7.3	8.0	8.1
1	4.0	8.2	8.8	9.3	7.5	8.1
2	7.0	3.8	7.8	8.5	8.9	7.2
3	1.0	6.5	3.6	7.3	7.9	8.3
4	2.0	1.0	6.6	3.6	7.4	8.0
5	1.0	2.2	1.1	7.3	4.0	8.2
6	3.0	1.0	2.2	1.1	7.3	4.0
7	2.0	3.0	1.0	2.2	1.1	7.3
8	5.0	2.0	3.1	1.0	2.3	1.1
9	6.0	6.2	2.5	3.8	1.3	2.8
10	8.0	6.2	6.4	2.6	3.9	1.3
11	4.0	8.3	6.4	6.7	2.7	4.1
12	3.0	4.4	9.1	7.0	7.3	3.0
K-5	23.0	30.4	37.0	43.3	43.7	47.9
6-8	10.0	6.0	6.3	4.3	10.7	12.4
9-12	21.0	25.1	24.4	20.1	15.2	11.2
K-12	54.0	61.5	67.7	67.7	69.6	71.5

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
88						
				PROJECTED	RESIDENT	STUDENTS
K	12.0	13.0	13.6	11.0	12.0	12.2
1	9.0	12.2	13.3	13.9	11.2	12.2
2	9.0	8.6	11.8	12.7	13.4	10.8
3	6.0	8.4	8.0	10.9	11.8	12.4
4	11.0	6.1	8.5	8.1	11.0	12.0
5	9.0	12.2	6.7	9.4	9.0	12.3
6	5.0	9.0	12.2	6.7	9.4	9.0
7	10.0	5.0	9.0	12.2	6.7	9.4
8	6.0	10.2	5.1	9.2	12.5	6.9
9	9.0	7.5	12.8	6.4	11.5	15.6
10	5.0	9.3	7.7	13.1	6.6	11.8
11	7.0	5.2	9.6	8.0	13.7	6.8
12	10.0	7.6	5.7	10.5	8.8	14.9
K-5	56.0	60.5	61.9	66.0	68.4	71.9
6-8	21.0	24.2	26.3	28.1	28.6	25.3
9-12	31.0	29.6	35.8	38.0	40.6	49.1
K-12	108.0	114.3	124.0	132.1	137.6	146.3

Study Area 5-Year Projections

Study Area	89	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	5.0	5.4	5.7	4.6	5.0	5.1
1	5.0	5.1	5.5	5.8	4.7	5.1
2	12.0	4.8	4.9	5.3	5.6	4.5
3	3.0	12.1	4.8	4.9	5.4	5.6
4	5.0	3.0	12.2	4.9	5.0	5.4
5	6.0	4.8	2.9	11.6	4.7	4.7
6	7.0	6.4	5.1	3.1	12.4	5.0
7	2.0	7.1	6.5	5.2	3.1	12.7
8	6.0	2.0	7.3	6.7	5.3	3.2
9	8.0	7.3	2.5	8.9	8.1	6.5
10	2.0	8.2	7.5	2.5	9.1	8.3
11	10.0	2.0	8.1	7.4	2.5	9.0
12	6.0	10.7	2.1	8.6	7.9	2.7
K-5	36.0	35.2	36.0	37.1	30.4	30.4
6-8	15.0	15.5	18.9	15.0	20.8	20.9
9-12	26.0	28.2	20.2	27.4	27.6	26.5
K-12	77.0	78.9	75.1	79.5	78.8	77.8

Study Area	90	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.1	1.1	0.9	1.0	1.0
1	2.0	1.0	1.1	1.2	0.9	1.0
2	1.0	1.9	1.0	1.1	1.1	0.9
3	4.0	0.9	1.8	0.9	1.0	1.0
4	2.0	4.0	0.9	1.8	0.9	1.0
5	7.0	2.2	4.5	1.0	2.0	1.0
6	2.0	7.0	2.2	4.5	1.0	2.0
7	3.0	2.0	7.0	2.2	4.5	1.0
8	4.0	3.1	2.0	7.1	2.3	4.6
9	3.0	5.0	3.8	2.5	8.9	2.8
10	7.0	3.1	5.1	3.9	2.6	9.2
11	6.0	7.3	3.2	5.4	4.1	2.7
12	7.0	6.5	7.9	3.5	5.8	4.5
K-5	17.0	11.1	10.4	6.9	6.9	5.9
6-8	9.0	12.1	11.2	13.8	7.8	7.6
9-12	23.0	21.9	20.0	15.3	21.4	19.2
K-12	49.0	45.1	41.6	36.0	36.1	32.7

Study Area 5-Year Projections

Study Area	91 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	2.0	2.2	2.3	1.8	2.0	2.0
1	6.0	2.0	2.2	2.3	1.9	2.0
2	5.0	5.8	2.0	2.1	2.2	1.8
3	6.0	4.7	5.4	1.8	2.0	2.1
4	6.0	6.1	4.7	5.4	1.8	2.0
5	5.0	6.7	6.7	5.2	6.0	2.0
6	8.0	5.0	6.7	6.7	5.2	6.0
7	2.0	8.0	5.0	6.7	6.7	5.2
8	9.0	2.0	8.2	5.1	6.8	6.9
9	6.0	11.2	2.5	10.2	6.4	8.5
10	5.0	6.2	11.6	2.6	10.5	6.6
11	10.0	5.2	6.4	12.1	2.7	10.9
12	2.0	10.9	5.7	7.0	13.1	3.0
K-5	30.0	27.5	23.3	18.6	15.9	11.9
6-8	19.0	15.0	19.9	18.5	18.7	18.1
9-12	23.0	33.5	26.2	31.9	32.7	29.0
K-12	72.0	76.0	69.4	69.0	67.3	59.0

Study Area	92A Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	7.0	7.2	6.4	6.1	6.4	6.3
1	4.0	7.1	7.4	6.5	6.2	6.5
2	6.0	3.8	6.9	7.1	6.3	6.0
3	8.0	5.6	3.6	6.4	6.6	5.8
4	5.0	8.1	5.6	3.6	6.4	6.7
5	3.0	5.6	9.0	6.3	4.0	7.1
6	2.0	3.0	5.6	9.0	6.3	4.0
7	8.0	2.0	3.0	5.6	9.0	6.3
8	7.0	8.2	2.0	3.1	5.7	9.1
9	10.0	8.8	10.2	2.5	3.8	7.1
10	11.0	10.3	9.0	10.5	2.6	3.9
11	11.0	11.4	10.7	9.4	10.9	2.7
12	12.0	12.0	12.5	11.7	10.2	11.9
K-5	33.0	37.4	38.9	36.0	35.9	38.4
6-8	17.0	13.2	10.6	17.7	21.0	19.4
9-12	44.0	42.5	42.4	34.1	27.5	25.6
K-12	94.0	93.1	91.9	87.8	84.4	83.4

Study Area 5-Year Projections

Study Area	92B Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0
4	1.0	1.0	0.0	0.0	0.0	0.0
5	2.0	1.1	1.1	0.0	0.0	0.0
6	1.0	2.0	1.1	1.1	0.0	0.0
7	0.0	1.0	2.0	1.1	1.1	0.0
8	0.0	0.0	1.0	2.0	1.1	1.1
9	0.0	0.0	0.0	1.3	2.5	1.4
10	1.0	0.0	0.0	0.0	1.3	2.6
11	1.0	1.0	0.0	0.0	0.0	1.4
12	0.0	1.1	1.1	0.0	0.0	0.0
K-5	4.0	2.1	1.1	0.0	0.0	0.0
6-8	1.0	3.0	4.1	4.2	2.2	1.1
9-12	2.0	2.1	1.1	1.3	3.8	5.4
K-12	7.0	7.2	6.3	5.5	6.0	6.5

Study Area	93 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0
4	1.0	1.0	1.1	0.0	0.0	0.0
5	0.0	1.0	1.1	1.1	0.0	0.0
6	0.0	0.0	1.0	1.0	1.1	0.0
7	0.0	0.0	0.0	1.0	1.1	1.1
8	0.0	0.0	0.0	0.0	1.0	1.1
9	0.0	0.0	0.0	0.0	0.0	1.1
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	3.0	3.0	2.2	1.1	0.0	0.0
6-8	0.0	0.0	1.0	2.0	3.2	2.2
9-12	0.0	0.0	0.0	0.0	0.0	1.1
K-12	3.0	3.0	3.2	3.1	3.2	3.3

Study Area 5-Year Projections

Study Area	94 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	3.0	3.3	3.4	2.7	3.0	3.1
1	0.0	3.1	3.3	3.5	2.8	3.1
2	1.0	0.0	2.9	3.2	3.3	2.7
3	0.0	1.0	0.0	3.0	3.2	3.4
4	3.0	0.0	1.0	0.0	3.0	3.2
5	0.0	2.8	0.0	1.0	0.0	2.8
6	0.0	0.0	3.0	0.0	1.0	0.0
7	3.0	0.0	0.0	3.1	0.0	1.1
8	0.0	3.1	0.0	0.0	3.2	0.0
9	2.0	0.0	3.7	0.0	0.0	3.9
10	2.0	2.0	0.0	3.8	0.0	0.0
11	3.0	2.0	2.0	0.0	3.8	0.0
12	2.0	3.2	2.1	2.2	0.0	4.0
K-5	7.0	10.2	10.6	13.4	15.3	18.3
6-8	3.0	3.1	3.0	3.1	4.2	1.1
9-12	9.0	7.2	7.8	6.0	3.8	7.9
K-12	19.0	20.5	21.4	22.5	23.3	27.3

Study Area	95 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	9.0	9.8	10.2	8.2	9.0	9.2
1	5.0	9.2	10.0	10.4	8.4	9.2
2	3.0	4.8	8.8	9.6	10.0	8.1
3	6.0	3.0	4.8	8.9	9.6	10.1
4	7.0	6.1	3.1	4.9	9.0	9.7
5	4.0	6.7	5.8	2.9	4.7	8.5
6	5.0	4.3	7.1	6.2	3.1	5.0
7	3.0	5.1	4.4	7.3	6.3	3.2
8	6.0	3.1	5.2	4.5	7.4	6.4
9	5.0	7.3	3.7	6.3	5.4	9.0
10	9.0	5.1	7.5	3.8	6.5	5.5
11	4.0	8.9	5.0	7.4	3.8	6.4
12	6.0	4.3	9.5	5.4	7.9	4.0
K-5	34.0	39.6	42.7	44.9	50.7	54.8
6-8	14.0	12.5	16.7	18.0	16.8	14.6
9-12	24.0	25.6	25.7	22.9	23.6	24.9
K-12	72.0	77.7	85.1	85.8	91.1	94.3

Study Area 5-Year Projections

Study Area	96 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	10.0	10.3	9.2	8.7	9.1	9.0
1	8.0	10.2	10.5	9.3	8.9	9.3
2	10.0	7.7	9.8	10.1	9.0	8.5
3	4.0	9.3	7.1	9.1	9.4	8.3
4	7.0	4.0	9.4	7.2	9.2	9.5
5	7.0	7.8	4.5	10.4	8.0	10.2
6	6.0	7.0	7.8	4.5	10.4	8.0
7	5.0	6.0	7.0	7.8	4.5	10.4
8	8.0	5.1	6.1	7.1	7.9	4.6
9	12.0	10.0	6.4	7.6	8.9	9.9
10	6.0	12.4	10.3	6.6	7.9	9.2
11	14.0	6.2	12.9	10.7	6.8	8.2
12	13.0	15.3	6.8	14.0	11.7	7.4
K-5	46.0	49.3	50.5	54.8	53.6	54.8
6-8	19.0	18.1	20.9	19.4	22.8	23.0
9-12	45.0	43.9	36.4	38.9	35.3	34.7
K-12	110.0	111.3	107.8	113.1	111.7	112.5

Study Area	97 Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	2.0	1.0	1.1	0.9	0.9	0.9
2	0.0	2.1	1.1	1.1	1.0	0.9
3	0.0	0.0	2.2	1.1	1.1	1.0
4	2.0	0.0	0.0	2.3	1.2	1.2
5	1.0	2.0	0.0	0.0	2.3	1.2
6	1.0	1.0	2.0	0.0	0.0	2.2
7	1.0	1.0	1.0	2.0	0.0	0.0
8	0.0	1.0	1.0	1.0	2.0	0.0
9	1.0	0.0	1.1	1.1	1.1	2.2
10	0.0	1.0	0.0	1.1	1.1	1.1
11	0.0	0.0	0.9	0.0	1.0	1.0
12	1.0	0.0	0.0	1.0	0.0	1.0
K-5	6.0	6.1	5.3	6.3	7.4	6.1
6-8	2.0	3.0	4.0	3.0	2.0	2.2
9-12	2.0	1.0	2.0	3.2	3.2	5.3
K-12	10.0	10.1	11.3	12.5	12.6	13.6

Study Area 5-Year Projections

Study Area	98	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	8.0	4.1	4.2	3.7	3.6	3.7
2	9.0	8.2	4.2	4.3	3.8	3.7
3	12.0	9.4	8.7	4.4	4.6	4.0
4	12.0	12.6	9.9	9.1	4.6	4.8
5	15.0	12.2	12.9	10.1	9.3	4.7
6	12.0	14.6	11.9	12.5	9.8	9.0
7	20.0	12.2	14.8	12.1	12.7	10.0
8	7.0	20.0	12.2	14.8	12.1	12.7
9	11.0	7.5	21.4	13.1	15.9	13.0
10	19.0	11.2	7.6	21.8	13.4	16.2
11	4.0	17.7	10.4	7.1	20.3	12.4
12	11.0	4.1	18.0	10.6	7.2	20.7
K-5	60.0	50.6	43.6	35.1	29.5	24.5
6-8	39.0	46.8	38.9	39.4	34.6	31.7
9-12	45.0	40.5	57.4	52.6	56.8	62.3
K-12	144.0	137.9	139.9	127.1	120.9	118.5

Study Area	99	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	3.0	1.0	1.1	0.9	0.9	0.9
2	4.0	3.1	1.1	1.1	1.0	0.9
3	6.0	4.2	3.2	1.1	1.1	1.0
4	2.0	6.3	4.4	3.4	1.2	1.2
5	5.0	2.0	6.4	4.5	3.5	1.2
6	8.0	4.9	2.0	6.2	4.4	3.4
7	10.0	8.2	4.9	2.0	6.4	4.5
8	3.0	10.0	8.2	4.9	2.0	6.4
9	9.0	3.2	10.7	8.7	5.3	2.2
10	9.0	9.2	3.3	10.9	8.9	5.4
11	6.0	8.4	8.5	3.0	10.2	8.3
12	10.0	6.1	8.5	8.7	3.1	10.4
K-5	21.0	17.6	17.1	11.9	8.6	6.1
6-8	21.0	23.1	15.1	13.1	12.8	14.3
9-12	34.0	26.9	31.0	31.3	27.5	26.3
K-12	76.0	67.6	63.2	56.3	48.9	46.7

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	2.0	4.1	4.2	3.7	3.6	3.7
2	5.0	2.1	4.2	4.3	3.8	3.7
3	2.0	5.2	2.2	4.4	4.6	4.0
4	4.0	2.1	5.5	2.3	4.6	4.8
5	2.0	4.1	2.1	5.6	2.3	4.7
6	2.0	1.9	4.0	2.1	5.5	2.2
7	1.0	2.0	2.0	4.0	2.1	5.6
8	3.0	1.0	2.0	2.0	4.0	2.1
9	4.0	3.2	1.1	2.2	2.1	4.3
10	2.0	4.1	3.3	1.1	2.2	2.2
11	4.0	1.9	3.8	3.0	1.0	2.1
12	1.0	4.1	1.9	3.9	3.1	1.0
K-5	19.0	21.7	21.9	23.8	22.5	24.5
6-8	6.0	4.9	8.0	8.1	11.6	9.9
9-12	11.0	13.3	10.1	10.2	8.4	9.6
K-12	36.0	39.9	40.0	42.1	42.5	44.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	6.0	6.2	5.5	5.2	5.5	5.4
1	5.0	6.1	6.3	5.6	5.3	5.6
2	10.0	5.1	6.3	6.5	5.8	5.5
3	4.0	10.5	5.4	6.6	6.8	6.1
4	6.0	4.2	11.0	5.7	6.9	7.2
5	7.0	6.1	4.3	11.2	5.8	7.1
6	2.0	6.8	5.9	4.2	10.9	5.6
7	5.0	2.0	6.9	6.1	4.2	11.1
8	8.0	5.0	2.0	6.9	6.1	4.2
9	3.0	8.6	5.4	2.2	7.4	6.5
10	5.0	3.1	8.7	5.5	2.2	7.6
11	7.0	4.7	2.8	8.1	5.1	2.1
12	6.0	7.1	4.7	2.9	8.3	5.2
K-5	38.0	38.2	38.8	40.8	36.1	36.9
6-8	15.0	13.8	14.8	17.2	21.2	20.9
9-12	21.0	23.5	21.6	18.7	23.0	21.4
K-12	74.0	75.5	75.2	76.7	80.3	79.2

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	1.0	1.0	1.1	0.9	0.9	0.9
2	1.0	1.0	1.1	1.1	1.0	0.9
3	1.0	1.0	1.1	1.1	1.1	1.0
4	1.0	1.0	1.1	1.1	1.2	1.2
5	1.0	1.0	1.1	1.1	1.2	1.2
6	4.0	1.0	1.0	1.0	1.1	1.1
7	1.0	4.1	1.0	1.0	1.1	1.1
8	1.0	1.0	4.1	1.0	1.0	1.1
9	2.0	1.1	1.1	4.4	1.1	1.1
10	1.0	2.0	1.1	1.1	4.5	1.1
11	1.0	0.9	1.9	1.0	1.0	4.1
12	0.0	1.0	0.9	1.9	1.0	1.0
K-5	6.0	6.0	6.4	6.2	6.3	6.1
6-8	6.0	6.1	6.1	3.0	3.2	3.3
9-12	4.0	5.0	5.0	8.4	7.6	7.3
K-12	16.0	17.1	17.5	17.6	17.1	16.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	2.0	0.0	0.0	0.0	0.0	0.0
2	0.0	2.1	0.0	0.0	0.0	0.0
3	0.0	0.0	2.2	0.0	0.0	0.0
4	0.0	0.0	0.0	2.3	0.0	0.0
5	1.0	0.0	0.0	0.0	2.3	0.0
6	0.0	1.0	0.0	0.0	0.0	2.2
7	1.0	0.0	1.0	0.0	0.0	0.0
8	1.0	1.0	0.0	1.0	0.0	0.0
9	0.0	1.1	1.1	0.0	1.1	0.0
10	0.0	0.0	1.1	1.1	0.0	1.1
11	1.0	0.0	0.0	1.0	1.0	0.0
12	0.0	1.0	0.0	0.0	1.0	1.0
K-5	3.0	2.1	2.2	2.3	2.3	0.0
6-8	2.0	2.0	1.0	1.0	0.0	2.2
9-12	1.0	2.1	2.2	2.1	3.1	2.1
K-12	6.0	6.2	5.4	5.4	5.4	4.3

Study Area 5-Year Projections

Study Area 104		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	2.0	1.0	1.1	0.9	0.9	0.9
2	2.0	2.1	1.1	1.1	1.0	0.9
3	0.0	2.1	2.2	1.1	1.1	1.0
4	2.0	0.0	2.2	2.3	1.2	1.2
5	2.0	2.0	0.0	2.2	2.3	1.2
6	1.0	1.9	2.0	0.0	2.2	2.2
7	0.0	1.0	2.0	2.0	0.0	2.2
8	1.0	0.0	1.0	2.0	2.0	0.0
9	3.0	1.1	0.0	1.1	2.1	2.2
10	0.0	3.1	1.1	0.0	1.1	2.2
11	4.0	0.0	2.8	1.0	0.0	1.0
12	0.0	4.1	0.0	2.9	1.0	0.0
K-5	9.0	8.2	7.5	8.5	7.4	6.1
6-8	2.0	2.9	5.0	4.0	4.2	4.4
9-12	7.0	8.3	3.9	5.0	4.2	5.4
K-12	18.0	19.4	16.4	17.5	15.8	15.9

Study Area 105		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	1.0	1.0	1.1	0.9	0.9	0.9
2	2.0	1.0	1.0	1.1	0.9	0.9
3	2.0	2.0	1.0	1.0	1.1	1.0
4	2.0	2.0	2.0	1.0	1.0	1.1
5	1.0	1.9	1.9	2.0	1.0	1.0
6	2.0	0.9	1.8	1.8	1.9	0.9
7	3.0	2.0	1.0	1.9	1.9	1.9
8	1.0	3.1	2.1	1.0	2.0	2.0
9	6.0	1.0	3.3	2.2	1.1	2.1
10	4.0	5.9	1.0	3.2	2.2	1.0
11	1.0	3.6	5.4	0.9	2.9	2.0
12	3.0	1.1	4.0	5.9	1.0	3.3
K-5	9.0	8.9	7.9	6.9	5.8	5.8
6-8	6.0	6.0	4.9	4.7	5.8	4.8
9-12	14.0	11.6	13.7	12.2	7.2	8.4
K-12	29.0	26.5	26.5	23.8	18.8	19.0

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	6.0	6.2	5.5	5.2	5.5	5.4
1	5.0	6.1	6.3	5.6	5.3	5.6
2	5.0	5.0	6.1	6.3	5.6	5.3
3	5.0	5.1	5.1	6.2	6.4	5.7
4	2.0	5.0	5.1	5.1	6.2	6.4
5	0.0	1.9	4.9	4.9	4.9	6.1
6	3.0	0.0	1.8	4.6	4.7	4.7
7	1.0	3.1	0.0	1.9	4.7	4.8
8	2.0	1.0	3.2	0.0	2.0	4.9
9	3.0	2.1	1.1	3.4	0.0	2.1
10	2.0	2.9	2.1	1.1	3.3	0.0
11	2.0	1.8	2.7	1.9	1.0	3.0
12	6.0	2.2	2.0	3.0	2.1	1.1
K-5	23.0	29.3	33.0	33.3	33.9	34.5
6-8	6.0	4.1	5.0	6.5	11.4	14.4
9-12	13.0	9.0	7.9	9.4	6.4	6.2
K-12	42.0	42.4	45.9	49.2	51.7	55.1

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	1.0	1.0	1.1	0.9	0.9	0.9
2	2.0	1.0	1.0	1.1	0.9	0.9
3	1.0	2.0	1.0	1.0	1.1	1.0
4	2.0	1.0	2.0	1.0	1.0	1.1
5	2.0	1.9	1.0	2.0	1.0	1.0
6	1.0	1.9	1.8	0.9	1.9	0.9
7	0.0	1.0	1.9	1.9	0.9	1.9
8	0.0	0.0	1.1	2.0	2.0	1.0
9	1.0	0.0	0.0	1.1	2.1	2.1
10	1.0	1.0	0.0	0.0	1.1	2.1
11	0.0	0.9	0.9	0.0	0.0	1.0
12	1.0	0.0	1.0	1.0	0.0	0.0
K-5	9.0	7.9	7.0	6.9	5.8	5.8
6-8	1.0	2.9	4.8	4.8	4.8	3.8
9-12	3.0	1.9	1.9	2.1	3.2	5.2
K-12	13.0	12.7	13.7	13.8	13.8	14.8

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	6.0	6.2	5.5	5.2	5.5	5.4
1	6.0	6.1	6.3	5.6	5.3	5.6
2	2.0	6.2	6.3	6.5	5.8	5.5
3	6.0	2.1	6.5	6.6	6.8	6.1
4	5.0	6.3	2.2	6.8	6.9	7.2
5	8.0	5.1	6.4	2.2	6.9	7.1
6	5.0	7.8	4.9	6.2	2.2	6.7
7	7.0	5.1	7.9	5.0	6.4	2.2
8	6.0	7.0	5.1	7.9	5.0	6.4
9	6.0	6.4	7.5	5.5	8.5	5.4
10	5.0	6.1	6.5	7.6	5.6	8.6
11	8.0	4.7	5.7	6.1	7.1	5.2
12	3.0	8.2	4.7	5.8	6.2	7.2
K-5	33.0	32.0	33.2	32.9	37.2	36.9
6-8	18.0	19.9	17.9	19.1	13.6	15.3
9-12	22.0	25.4	24.4	25.0	27.4	26.4
K-12	73.0	77.3	75.5	77.0	78.2	78.6

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	3.0	3.1	2.7	2.6	2.7	2.7
1	5.0	3.1	3.2	2.8	2.7	2.8
2	11.0	5.1	3.2	3.3	2.9	2.8
3	10.0	11.5	5.4	3.3	3.4	3.0
4	6.0	10.5	12.1	5.7	3.5	3.6
5	9.0	6.1	10.7	12.4	5.8	3.5
6	4.0	8.7	5.9	10.4	12.0	5.6
7	4.0	4.1	8.9	6.1	10.6	12.2
8	4.0	4.0	4.1	8.9	6.1	10.6
9	5.0	4.3	4.3	4.4	9.5	6.5
10	3.0	5.1	4.4	4.4	4.5	9.7
11	5.0	2.8	4.7	4.1	4.1	4.1
12	1.0	5.1	2.8	4.8	4.1	4.1
K-5	44.0	39.4	37.3	30.1	21.0	18.4
6-8	12.0	16.8	18.9	25.4	28.7	28.4
9-12	14.0	17.3	16.2	17.7	22.2	24.4
K-12	70.0	73.5	72.4	73.2	71.9	71.2

Study Area 5-Year Projections

Study Area 109B		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	2.0	0.0	0.0	0.0	0.0	0.0
3	0.0	2.1	0.0	0.0	0.0	0.0
4	1.0	0.0	2.2	0.0	0.0	0.0
5	1.0	1.0	0.0	2.2	0.0	0.0
6	3.0	1.0	1.0	0.0	2.2	0.0
7	1.0	3.1	1.0	1.0	0.0	2.2
8	1.0	1.0	3.1	1.0	1.0	0.0
9	1.0	1.1	1.1	3.3	1.1	1.1
10	0.0	1.0	1.1	1.1	3.3	1.1
11	1.0	0.0	0.9	1.0	1.0	3.1
12	2.0	1.0	0.0	1.0	1.0	1.0
K-5	4.0	3.1	2.2	2.2	0.0	0.0
6-8	5.0	5.1	5.1	2.0	3.2	2.2
9-12	4.0	3.1	3.1	6.4	6.4	6.3
K-12	13.0	11.3	10.4	10.6	9.6	8.5

Study Area 109C		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.1	1.8	1.7	1.8	1.8
1	0.0	2.0	2.1	1.9	1.8	1.9
2	1.0	0.0	2.1	2.2	1.9	1.8
3	1.0	1.0	0.0	2.2	2.3	2.0
4	3.0	1.0	1.1	0.0	2.3	2.4
5	1.0	3.1	1.1	1.1	0.0	2.4
6	1.0	1.0	3.0	1.0	1.1	0.0
7	3.0	1.0	1.0	3.0	1.1	1.1
8	3.0	3.0	1.0	1.0	3.0	1.1
9	2.0	3.2	3.2	1.1	1.1	3.2
10	2.0	2.0	3.3	3.3	1.1	1.1
11	4.0	1.9	1.9	3.0	3.0	1.0
12	3.0	4.1	1.9	1.9	3.1	3.1
K-5	8.0	9.2	8.2	9.1	10.1	12.3
6-8	7.0	5.0	5.0	5.0	5.2	2.2
9-12	11.0	11.2	10.3	9.3	8.3	8.4
K-12	26.0	25.4	23.5	23.4	23.6	22.9

Study Area 5-Year Projections

Study Area 110		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	4.0	4.1	4.2	3.7	3.6	3.7
2	6.0	4.1	4.2	4.3	3.8	3.7
3	5.0	6.3	4.3	4.4	4.6	4.0
4	4.0	5.2	6.6	4.5	4.6	4.8
5	4.0	4.1	5.4	6.7	4.6	4.7
6	5.0	3.9	4.0	5.2	6.5	4.5
7	3.0	5.1	4.0	4.0	5.3	6.7
8	2.0	3.0	5.1	4.0	4.0	5.3
9	2.0	2.1	3.2	5.5	4.2	4.3
10	5.0	2.0	2.2	3.3	5.6	4.3
11	3.0	4.7	1.9	2.0	3.0	5.2
12	2.0	3.1	4.7	1.9	2.1	3.1
K-5	27.0	27.9	28.4	27.1	24.8	24.5
6-8	10.0	12.0	13.1	13.2	15.8	16.5
9-12	12.0	11.9	12.0	12.7	14.9	16.9
K-12	49.0	51.8	53.5	53.0	55.5	57.9

Study Area 111		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.1	1.8	1.7	1.8	1.8
1	3.0	2.0	2.1	1.9	1.8	1.9
2	4.0	3.1	2.1	2.2	1.9	1.8
3	4.0	4.2	3.2	2.2	2.3	2.0
4	5.0	4.2	4.4	3.4	2.3	2.4
5	4.0	5.1	4.3	4.5	3.5	2.4
6	7.0	3.9	4.9	4.2	4.4	3.4
7	9.0	7.1	4.0	5.0	4.2	4.5
8	4.0	9.0	7.1	4.0	5.0	4.2
9	4.0	4.3	9.6	7.6	4.2	5.4
10	7.0	4.1	4.4	9.8	7.8	4.3
11	5.0	6.5	3.8	4.1	9.1	7.2
12	7.0	5.1	6.6	3.9	4.1	9.3
K-5	22.0	20.7	17.9	15.9	13.6	12.3
6-8	20.0	20.0	16.0	13.2	13.6	12.1
9-12	23.0	20.0	24.4	25.4	25.2	26.2
K-12	65.0	60.7	58.3	54.5	52.4	50.6

Study Area 5-Year Projections

	Study Area 112		Projection Date 11/6/2015			
	ACTUAL			PROJECTED	RESIDENT	STUDENTS
	2015	2016	2017	2018	2019	2020
K	5.0	5.2	4.6	4.4	4.6	4.5
1	10.0	5.1	5.3	4.7	4.5	4.6
2	7.0	10.3	5.3	5.4	4.8	4.6
3	5.0	7.3	10.8	5.5	5.7	5.0
4	6.0	5.2	7.7	11.4	5.8	6.0
5	9.0	6.1	5.4	7.9	11.6	5.9
6	5.0	8.7	5.9	5.2	7.6	11.2
7	9.0	5.1	8.9	6.1	5.3	7.8
8	8.0	9.0	5.1	8.9	6.1	5.3
9	7.0	8.6	9.6	5.5	9.5	6.5
10	13.0	7.1	8.7	9.8	5.6	9.7
11	10.0	12.1	6.6	8.1	9.1	5.2
12	5.0	10.2	12.3	6.8	8.3	9.3
K-5	42.0	39.2	39.1	39.3	37.0	30.6
6-8	22.0	22.8	19.9	20.2	19.0	24.3
9-12	35.0	38.0	37.2	30.2	32.5	30.7
K-12	99.0	100.0	96.2	89.7	88.5	85.6

	Study Area 113		Projection Date 11/6/2015			
	ACTUAL			PROJECTED	RESIDENT	STUDENTS
	2015	2016	2017	2018	2019	2020
K	17.0	17.6	15.6	14.8	15.5	15.3
1	10.0	17.3	17.9	15.9	15.1	15.8
2	20.0	10.0	17.3	17.9	15.9	15.1
3	15.0	20.4	10.2	17.7	18.3	16.2
4	14.0	15.0	20.4	10.2	17.7	18.3
5	9.0	13.6	14.6	19.8	9.9	17.2
6	10.0	8.6	12.9	13.8	18.8	9.4
7	9.0	10.2	8.7	13.2	14.1	19.2
8	10.0	9.4	10.7	9.2	13.8	14.8
9	8.0	10.5	9.9	11.2	9.6	14.5
10	9.0	7.8	10.3	9.7	11.0	9.4
11	2.0	8.2	7.1	9.4	8.8	10.0
12	9.0	2.2	9.1	7.9	10.4	9.8
K-5	85.0	93.9	96.0	96.3	92.4	97.9
6-8	29.0	28.2	32.3	36.2	46.7	43.4
9-12	28.0	28.7	36.4	38.2	39.8	43.7
K-12	142.0	150.8	164.7	170.7	178.9	185.0

Study Area 5-Year Projections

Study Area 114		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	6.0	6.2	5.5	5.2	5.5	5.4
1	8.0	6.1	6.3	5.6	5.3	5.6
2	1.0	8.0	6.1	6.3	5.6	5.3
3	10.0	1.0	8.2	6.2	6.4	5.7
4	4.0	10.0	1.0	8.2	6.2	6.4
5	1.0	3.9	9.7	1.0	7.9	6.1
6	6.0	0.9	3.7	9.2	0.9	7.5
7	4.0	6.1	1.0	3.8	9.4	1.0
8	5.0	4.2	6.4	1.0	3.9	9.9
9	1.0	5.2	4.4	6.7	1.1	4.1
10	4.0	1.0	5.1	4.3	6.6	1.0
11	5.0	3.6	0.9	4.7	3.9	6.0
12	3.0	5.6	4.0	1.0	5.2	4.4
K-5	30.0	35.2	36.8	32.5	36.9	34.5
6-8	15.0	11.2	11.1	14.0	14.2	18.4
9-12	13.0	15.4	14.4	16.7	16.8	15.5
K-12	58.0	61.8	62.3	63.2	67.9	68.4

Study Area 115		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	0.0	4.1	4.2	3.7	3.6	3.7
2	2.0	0.0	4.1	4.2	3.7	3.6
3	4.0	2.0	0.0	4.2	4.3	3.8
4	1.0	4.0	2.0	0.0	4.2	4.3
5	2.0	1.0	3.9	2.0	0.0	4.0
6	2.0	1.9	0.9	3.7	1.9	0.0
7	1.0	2.0	1.9	0.9	3.8	1.9
8	0.0	1.0	2.1	2.0	1.0	3.9
9	1.0	0.0	1.1	2.2	2.1	1.0
10	0.0	1.0	0.0	1.1	2.2	2.1
11	1.0	0.0	0.9	0.0	1.0	2.0
12	2.0	1.1	0.0	1.0	0.0	1.1
K-5	13.0	15.2	17.9	17.6	19.4	23.0
6-8	3.0	4.9	4.9	6.6	6.7	5.8
9-12	4.0	2.1	2.0	4.3	5.3	6.2
K-12	20.0	22.2	24.8	28.5	31.4	35.0

Study Area 5-Year Projections

	Study Area 116		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.0	0.0	0.0	0.0	0.0
4	0.0	0.0	1.0	0.0	0.0	0.0
5	4.0	0.0	0.0	1.0	0.0	0.0
6	0.0	3.8	0.0	0.0	0.9	0.0
7	0.0	0.0	3.9	0.0	0.0	1.0
8	1.0	0.0	0.0	4.1	0.0	0.0
9	0.0	1.0	0.0	0.0	4.3	0.0
10	0.0	0.0	1.0	0.0	0.0	4.2
11	1.0	0.0	0.0	0.9	0.0	0.0
12	0.0	1.1	0.0	0.0	1.0	0.0
K-5	5.0	1.0	1.0	1.0	0.0	0.0
6-8	1.0	3.8	3.9	4.1	0.9	1.0
9-12	1.0	2.1	1.0	0.9	5.3	4.2
K-12	7.0	6.9	5.9	6.0	6.2	5.2

	Study Area 117		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	3.0	0.0	0.0	0.0	0.0	0.0
2	1.0	3.1	0.0	0.0	0.0	0.0
3	2.0	1.0	3.2	0.0	0.0	0.0
4	1.0	2.1	1.1	3.4	0.0	0.0
5	1.0	1.0	2.1	1.1	3.5	0.0
6	2.0	1.0	1.0	2.1	1.1	3.4
7	1.0	2.0	1.0	1.0	2.1	1.1
8	0.0	1.0	2.0	1.0	1.0	2.1
9	5.0	0.0	1.1	2.2	1.1	1.1
10	1.0	5.1	0.0	1.1	2.2	1.1
11	1.0	0.9	4.7	0.0	1.0	2.1
12	0.0	1.0	0.9	4.8	0.0	1.0
K-5	8.0	7.2	6.4	4.5	3.5	0.0
6-8	3.0	4.0	4.0	4.1	4.2	6.6
9-12	7.0	7.0	6.7	8.1	4.3	5.3
K-12	18.0	18.2	17.1	16.7	12.0	11.9

Study Area 5-Year Projections

Study Area 118		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.1	1.8	1.7	1.8	1.8
1	2.0	2.0	2.1	1.9	1.8	1.9
2	0.0	2.0	2.0	2.1	1.9	1.8
3	3.0	0.0	2.0	2.1	2.1	1.9
4	3.0	3.0	0.0	2.0	2.1	2.1
5	0.0	2.9	2.9	0.0	2.0	2.0
6	0.0	0.0	2.8	2.8	0.0	1.9
7	1.0	0.0	0.0	2.8	2.8	0.0
8	3.0	1.0	0.0	0.0	3.0	3.0
9	1.0	3.1	1.1	0.0	0.0	3.1
10	2.0	1.0	3.1	1.1	0.0	0.0
11	2.0	1.8	0.9	2.8	1.0	0.0
12	0.0	2.2	2.0	1.0	3.1	1.1
K-5	10.0	12.0	10.8	9.8	11.7	11.5
6-8	4.0	1.0	2.8	5.6	5.8	4.9
9-12	5.0	8.1	7.1	4.9	4.1	4.2
K-12	19.0	21.1	20.7	20.3	21.6	20.6

Study Area 119		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	6.0	1.0	1.1	0.9	0.9	0.9
2	5.0	6.0	1.0	1.1	0.9	0.9
3	4.0	5.1	6.1	1.0	1.1	1.0
4	2.0	4.0	5.1	6.1	1.0	1.1
5	5.0	1.9	3.9	4.9	5.9	1.0
6	1.0	4.8	1.8	3.7	4.7	5.6
7	5.0	1.0	4.8	1.9	3.8	4.8
8	2.0	5.2	1.1	5.1	2.0	3.9
9	4.0	2.1	5.5	1.1	5.3	2.1
10	3.0	3.9	2.1	5.4	1.1	5.2
11	3.0	2.7	3.6	1.9	4.9	1.0
12	2.0	3.3	3.0	4.0	2.1	5.5
K-5	23.0	19.0	18.1	14.9	10.7	5.8
6-8	8.0	11.0	7.7	10.7	10.5	14.3
9-12	12.0	12.0	14.2	12.4	13.4	13.8
K-12	43.0	42.0	40.0	38.0	34.6	33.9

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0
4	0.0	1.0	1.0	0.0	0.0	0.0
5	1.0	0.0	1.0	1.0	0.0	0.0
6	2.0	0.9	0.0	0.9	0.9	0.0
7	0.0	2.0	1.0	0.0	0.9	1.0
8	2.0	0.0	2.1	1.0	0.0	1.0
9	0.0	2.1	0.0	2.2	1.1	0.0
10	1.0	0.0	2.1	0.0	2.2	1.0
11	0.0	0.9	0.0	1.9	0.0	2.0
12	0.0	0.0	1.0	0.0	2.1	0.0
K-5	3.0	2.0	2.0	1.0	0.0	0.0
6-8	4.0	2.9	3.1	1.9	1.8	2.0
9-12	1.0	3.0	3.1	4.1	5.4	3.0
K-12	8.0	7.9	8.2	7.0	7.2	5.0

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	4.0	4.1	4.2	3.7	3.6	3.7
2	5.0	4.0	4.1	4.2	3.7	3.6
3	3.0	5.1	4.1	4.2	4.3	3.8
4	4.0	3.0	5.1	4.1	4.2	4.3
5	8.0	3.9	2.9	4.9	4.0	4.0
6	3.0	7.6	3.7	2.8	4.7	3.8
7	4.0	3.1	7.8	3.8	2.8	4.8
8	2.0	4.2	3.2	8.1	3.9	3.0
9	7.0	2.1	4.4	3.4	8.5	4.1
10	2.0	6.9	2.1	4.3	3.3	8.4
11	5.0	1.8	6.2	1.9	3.9	3.0
12	5.0	5.6	2.0	6.9	2.1	4.4
K-5	28.0	24.2	24.1	24.6	23.4	23.0
6-8	9.0	14.9	14.7	14.7	11.4	11.6
9-12	19.0	16.4	14.7	16.5	17.8	19.9
K-12	56.0	55.5	53.5	55.8	52.6	54.5

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	2.0	2.1	1.8	1.7	1.8	1.8
1	0.0	2.0	2.1	1.9	1.8	1.9
2	0.0	0.0	2.0	2.1	1.9	1.8
3	1.0	0.0	0.0	2.1	2.1	1.9
4	0.0	1.0	0.0	0.0	2.1	2.1
5	2.0	0.0	1.0	0.0	0.0	2.0
6	0.0	1.9	0.0	0.9	0.0	0.0
7	1.0	0.0	1.9	0.0	0.9	0.0
8	1.0	1.0	0.0	2.0	0.0	1.0
9	0.0	1.0	1.1	0.0	2.1	0.0
10	0.0	0.0	1.0	1.1	0.0	2.1
11	1.0	0.0	0.0	0.9	1.0	0.0
12	2.0	1.1	0.0	0.0	1.0	1.1
K-5	5.0	5.1	6.9	7.8	9.7	11.5
6-8	2.0	2.9	1.9	2.9	0.9	1.0
9-12	3.0	2.1	2.1	2.0	4.1	3.2
K-12	10.0	10.1	10.9	12.7	14.7	15.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	PROJECTED 2018	RESIDENT 2019	STUDENTS 2020
K	8.0	8.3	7.3	7.0	7.3	7.2
1	5.0	8.2	8.4	7.5	7.1	7.4
2	9.0	5.0	8.2	8.4	7.5	7.1
3	7.0	9.2	5.1	8.3	8.6	7.6
4	8.0	7.0	9.2	5.1	8.3	8.6
5	4.0	7.8	6.8	8.9	4.9	8.1
6	6.0	3.8	7.4	6.5	8.5	4.7
7	8.0	6.1	3.9	7.5	6.6	8.6
8	5.0	8.4	6.4	4.1	7.9	6.9
9	8.0	5.2	8.8	6.7	4.3	8.3
10	9.0	7.8	5.1	8.6	6.6	4.2
11	5.0	8.2	7.1	4.7	7.9	6.0
12	8.0	5.6	9.1	7.9	5.2	8.7
K-5	41.0	45.5	45.0	45.2	43.7	46.0
6-8	19.0	18.3	17.7	18.1	23.0	20.2
9-12	30.0	26.8	30.1	27.9	24.0	27.2
K-12	90.0	90.6	92.8	91.2	90.7	93.4

Study Area 5-Year Projections

Study Area	124	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.1	2.7	2.6	2.7	2.7
1	3.0	3.1	3.2	2.8	2.7	2.8
2	2.0	3.0	3.1	3.2	2.8	2.7
3	0.0	2.0	3.1	3.1	3.2	2.9
4	0.0	0.0	2.0	3.1	3.1	3.2
5	0.0	0.0	0.0	2.0	3.0	3.0
6	1.0	0.0	0.0	0.0	1.9	2.8
7	1.0	1.0	0.0	0.0	0.0	1.9
8	2.0	1.0	1.1	0.0	0.0	0.0
9	1.0	2.1	1.1	1.1	0.0	0.0
10	5.0	1.0	2.1	1.1	1.1	0.0
11	1.0	4.6	0.9	1.9	1.0	1.0
12	3.0	1.1	5.1	1.0	2.1	1.1
K-5	8.0	11.2	14.1	16.8	17.5	17.3
6-8	4.0	2.0	1.1	0.0	1.9	4.7
9-12	10.0	8.8	9.2	5.1	4.2	2.1
K-12	22.0	22.0	24.4	21.9	23.6	24.1

Study Area	125	Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.1	2.7	2.6	2.7	2.7
1	5.0	3.1	3.2	2.8	2.7	2.8
2	1.0	5.0	3.1	3.2	2.8	2.7
3	4.0	1.0	5.1	3.1	3.2	2.9
4	1.0	4.0	1.0	5.1	3.1	3.2
5	3.0	1.0	3.9	1.0	4.9	3.0
6	2.0	2.8	0.9	3.7	0.9	4.7
7	2.0	2.0	2.9	0.9	3.8	1.0
8	1.0	2.1	2.1	3.1	1.0	3.9
9	0.0	1.0	2.2	2.2	3.2	1.0
10	4.0	0.0	1.0	2.2	2.2	3.1
11	4.0	3.6	0.0	0.9	2.0	2.0
12	6.0	4.4	4.0	0.0	1.0	2.2
K-5	17.0	17.2	19.0	17.8	19.4	17.3
6-8	5.0	6.9	5.9	7.7	5.7	9.6
9-12	14.0	9.0	7.2	5.3	8.4	8.3
K-12	36.0	33.1	32.1	30.8	33.5	35.2

Study Area 5-Year Projections

Study Area 126		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	7.0	7.2	6.4	6.1	6.4	6.3
1	7.0	7.1	7.4	6.5	6.2	6.5
2	5.0	7.0	7.1	7.4	6.5	6.2
3	12.0	5.1	7.1	7.3	7.5	6.7
4	7.0	12.0	5.1	7.1	7.3	7.5
5	5.0	6.8	11.6	4.9	6.9	7.1
6	3.0	4.8	6.5	11.1	4.7	6.6
7	3.0	3.1	4.8	6.6	11.3	4.8
8	6.0	3.1	3.2	5.1	6.9	11.8
9	7.0	6.3	3.3	3.4	5.3	7.3
10	8.0	6.9	6.2	3.2	3.3	5.2
11	7.0	7.3	6.2	5.6	2.9	3.0
12	4.0	7.8	8.1	6.9	6.2	3.3
K-5	43.0	45.2	44.7	39.3	40.8	40.3
6-8	12.0	11.0	14.5	22.8	22.9	23.2
9-12	26.0	28.3	23.8	19.1	17.7	18.8
K-12	81.0	84.5	83.0	81.2	81.4	82.3

Study Area 127		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	0.0	1.0	1.1	0.9	0.9	0.9
2	0.0	0.0	1.0	1.1	0.9	0.9
3	4.0	0.0	0.0	1.0	1.1	1.0
4	1.0	4.0	0.0	0.0	1.0	1.1
5	0.0	1.0	3.9	0.0	0.0	1.0
6	2.0	0.0	0.9	3.7	0.0	0.0
7	2.0	2.0	0.0	0.9	3.8	0.0
8	2.0	2.1	2.1	0.0	1.0	3.9
9	1.0	2.1	2.2	2.2	0.0	1.0
10	0.0	1.0	2.1	2.2	2.2	0.0
11	2.0	0.0	0.9	1.9	2.0	2.0
12	1.0	2.2	0.0	1.0	2.1	2.2
K-5	6.0	7.0	6.9	3.9	4.8	5.8
6-8	6.0	4.1	3.0	4.6	4.8	3.9
9-12	4.0	5.3	5.2	7.3	6.3	5.2
K-12	16.0	16.4	15.1	15.8	15.9	14.9

Study Area 5-Year Projections

Study Area 128		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	5.0	5.2	4.6	4.4	4.6	4.5
1	8.0	5.1	5.3	4.7	4.5	4.6
2	4.0	8.0	5.1	5.3	4.7	4.5
3	10.0	4.1	8.2	5.2	5.4	4.8
4	8.0	10.0	4.1	8.2	5.2	5.4
5	7.0	7.8	9.7	4.0	7.9	5.0
6	7.0	6.7	7.4	9.2	3.8	7.5
7	9.0	7.1	6.8	7.5	9.4	3.8
8	8.0	9.4	7.5	7.1	7.9	9.9
9	12.0	8.4	9.9	7.9	7.5	8.3
10	11.0	11.8	8.2	9.7	7.7	7.3
11	8.0	10.0	10.7	7.5	8.8	7.0
12	9.0	8.9	11.1	11.9	8.3	9.8
K-5	42.0	40.2	37.0	31.8	32.3	28.8
6-8	24.0	23.2	21.7	23.8	21.1	21.2
9-12	40.0	39.1	39.9	37.0	32.3	32.4
K-12	106.0	102.5	98.6	92.6	85.7	82.4

Study Area 129		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	4.0	4.1	3.7	3.5	3.6	3.6
1	7.0	4.1	4.2	3.7	3.6	3.7
2	6.0	7.0	4.1	4.2	3.7	3.6
3	9.0	6.1	7.1	4.2	4.3	3.8
4	5.0	9.0	6.1	7.1	4.2	4.3
5	6.0	4.9	8.7	5.9	6.9	4.0
6	9.0	5.7	4.6	8.3	5.6	6.6
7	6.0	9.2	5.8	4.7	8.5	5.8
8	4.0	6.3	9.6	6.1	4.9	8.9
9	10.0	4.2	6.6	10.1	6.4	5.2
10	6.0	9.8	4.1	6.5	9.9	6.3
11	9.0	5.5	8.9	3.7	5.9	9.0
12	6.0	10.0	6.1	9.9	4.2	6.5
K-5	37.0	35.2	33.9	28.6	26.3	23.0
6-8	19.0	21.2	20.0	19.1	19.0	21.3
9-12	31.0	29.5	25.7	30.2	26.4	27.0
K-12	87.0	85.9	79.6	77.9	71.7	71.3

Study Area 5-Year Projections

	Study Area 130		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0
7	0.0	1.0	0.0	0.0	0.0	0.0
8	0.0	0.0	1.0	0.0	0.0	0.0
9	1.0	0.0	0.0	1.1	0.0	0.0
10	1.0	1.0	0.0	0.0	1.1	0.0
11	2.0	0.9	0.9	0.0	0.0	1.0
12	1.0	2.0	0.9	1.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	1.0	1.0	1.0	0.0	0.0	0.0
9-12	5.0	3.9	1.8	2.1	1.1	1.0
K-12	6.0	4.9	2.8	2.1	1.1	1.0

	Study Area 131		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	1.0	0.0	0.0	0.0	0.0	0.0
2	0.0	1.0	0.0	0.0	0.0	0.0
3	1.0	0.0	1.1	0.0	0.0	0.0
4	1.0	1.0	0.0	1.1	0.0	0.0
5	1.0	1.0	1.1	0.0	1.2	0.0
6	0.0	1.0	1.0	1.0	0.0	1.1
7	0.0	0.0	1.0	1.0	1.1	0.0
8	2.0	0.0	0.0	1.0	1.0	1.1
9	0.0	2.1	0.0	0.0	1.1	1.1
10	0.0	0.0	2.2	0.0	0.0	1.1
11	1.0	0.0	0.0	2.0	0.0	0.0
12	1.0	1.0	0.0	0.0	2.1	0.0
K-5	4.0	3.0	2.2	1.1	1.2	0.0
6-8	2.0	1.0	2.0	3.0	2.1	2.2
9-12	2.0	3.1	2.2	2.0	3.2	2.2
K-12	8.0	7.1	6.4	6.1	6.5	4.4

Study Area 5-Year Projections

Study Area 132		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	2.0	2.1	1.8	1.7	1.8	1.8
1	7.0	2.0	2.1	1.9	1.8	1.9
2	5.0	7.0	2.0	2.1	1.9	1.8
3	6.0	5.1	7.1	2.1	2.1	1.9
4	1.0	6.0	5.1	7.1	2.1	2.1
5	1.0	1.0	5.8	4.9	6.9	2.0
6	4.0	0.9	0.9	5.5	4.7	6.6
7	0.0	4.1	1.0	0.9	5.6	4.8
8	4.0	0.0	4.3	1.0	1.0	5.9
9	2.0	4.2	0.0	4.5	1.1	1.0
10	2.0	2.0	4.1	0.0	4.4	1.0
11	3.0	1.8	1.8	3.7	0.0	4.0
12	5.0	3.3	2.0	2.0	4.2	0.0
K-5	22.0	23.2	23.9	19.8	16.6	11.5
6-8	8.0	5.0	6.2	7.4	11.3	17.3
9-12	12.0	11.3	7.9	10.2	9.7	6.0
K-12	42.0	39.5	38.0	37.4	37.6	34.8

Study Area 133		Projection Date 11/6/2015				
	ACTUAL	PROJECTED RESIDENT STUDENTS				
	2015	2016	2017	2018	2019	2020
K	3.0	3.1	2.7	2.6	2.7	2.7
1	1.0	3.1	3.2	2.8	2.7	2.8
2	1.0	1.0	3.2	3.3	2.9	2.8
3	1.0	1.0	1.1	3.3	3.4	3.0
4	0.0	1.0	1.1	1.1	3.5	3.6
5	0.0	0.0	1.1	1.1	1.2	3.5
6	2.0	0.0	0.0	1.0	1.1	1.1
7	3.0	2.0	0.0	0.0	1.1	1.1
8	3.0	3.0	2.0	0.0	0.0	1.1
9	2.0	3.2	3.2	2.2	0.0	0.0
10	2.0	2.0	3.3	3.3	2.2	0.0
11	5.0	1.9	1.9	3.0	3.0	2.1
12	2.0	5.1	1.9	1.9	3.1	3.1
K-5	6.0	9.2	12.4	14.2	16.4	18.4
6-8	8.0	5.0	2.0	1.0	2.2	3.3
9-12	11.0	12.2	10.3	10.4	8.3	5.2
K-12	25.0	26.4	24.7	25.6	26.9	26.9

Study Area 5-Year Projections

	Study Area 134		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	0.0	1.0	1.1	0.9	0.9	0.9
2	0.0	0.0	1.1	1.1	1.0	0.9
3	0.0	0.0	0.0	1.1	1.1	1.0
4	0.0	0.0	0.0	0.0	1.2	1.2
5	1.0	0.0	0.0	0.0	0.0	1.2
6	0.0	1.0	0.0	0.0	0.0	0.0
7	0.0	0.0	1.0	0.0	0.0	0.0
8	0.0	0.0	0.0	1.0	0.0	0.0
9	0.0	0.0	0.0	0.0	1.1	0.0
10	1.0	0.0	0.0	0.0	0.0	1.1
11	0.0	0.9	0.0	0.0	0.0	0.0
12	1.0	0.0	0.9	0.0	0.0	0.0
K-5	2.0	2.0	3.1	4.0	5.1	6.1
6-8	0.0	1.0	1.0	1.0	0.0	0.0
9-12	2.0	0.9	0.9	0.0	1.1	1.1
K-12	4.0	3.9	5.0	5.0	6.2	7.2

	Study Area 135		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0
7	0.0	1.0	0.0	0.0	0.0	0.0
8	0.0	0.0	1.1	0.0	0.0	0.0
9	0.0	0.0	0.0	1.1	0.0	0.0
10	0.0	0.0	0.0	0.0	1.1	0.0
11	0.0	0.0	0.0	0.0	0.0	1.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	1.0	1.0	1.1	0.0	0.0	0.0
9-12	0.0	0.0	0.0	1.1	1.1	1.0
K-12	1.0	1.0	1.1	1.1	1.1	1.0

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	1.0	1.0	1.1	0.9	0.9	0.9
2	1.0	1.0	1.1	1.1	1.0	0.9
3	1.0	1.0	1.1	1.1	1.1	1.0
4	2.0	1.0	1.1	1.1	1.2	1.2
5	1.0	2.0	1.1	1.1	1.2	1.2
6	1.0	1.0	2.0	1.0	1.1	1.1
7	1.0	1.0	1.0	2.0	1.1	1.1
8	1.0	1.0	1.0	1.0	2.0	1.1
9	1.0	1.1	1.1	1.1	1.1	2.2
10	0.0	1.0	1.1	1.1	1.1	1.1
11	0.0	0.0	0.9	1.0	1.0	1.0
12	2.0	0.0	0.0	1.0	1.0	1.0
K-5	7.0	7.0	6.4	6.2	6.3	6.1
6-8	3.0	3.0	4.0	4.0	4.2	3.3
9-12	3.0	2.1	3.1	4.2	4.2	5.3
K-12	13.0	12.1	13.5	14.4	14.7	14.7

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
K	1.0	1.0	0.9	0.9	0.9	0.9
1	2.0	1.0	1.1	0.9	0.9	0.9
2	2.0	2.1	1.1	1.1	1.0	0.9
3	3.0	2.1	2.2	1.1	1.1	1.0
4	1.0	3.1	2.2	2.3	1.2	1.2
5	2.0	1.0	3.2	2.2	2.3	1.2
6	3.0	1.9	1.0	3.1	2.2	2.2
7	0.0	3.1	2.0	1.0	3.2	2.2
8	2.0	0.0	3.1	2.0	1.0	3.2
9	3.0	2.1	0.0	3.3	2.1	1.1
10	1.0	3.1	2.2	0.0	3.3	2.2
11	1.0	0.9	2.8	2.0	0.0	3.1
12	1.0	1.0	0.9	2.9	2.1	0.0
K-5	11.0	10.3	10.7	8.5	7.4	6.1
6-8	5.0	5.0	6.1	6.1	6.4	7.6
9-12	6.0	7.1	5.9	8.2	7.5	6.4
K-12	22.0	22.4	22.7	22.8	21.3	20.1

Study Area 5-Year Projections

	Study Area 138		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	0.0	0.0	0.0	0.0
9	0.0	0.0	0.0	0.0	0.0	0.0
10	0.0	0.0	0.0	0.0	0.0	0.0
11	0.0	0.0	0.0	0.0	0.0	0.0
12	0.0	0.0	0.0	0.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	0.0	0.0	0.0	0.0	0.0	0.0
9-12	0.0	0.0	0.0	0.0	0.0	0.0
K-12	0.0	0.0	0.0	0.0	0.0	0.0

	Study Area 139		Projection Date 11/6/2015			
	ACTUAL		PROJECTED RESIDENT STUDENTS			
	2015	2016	2017	2018	2019	2020
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0
7	1.0	0.0	0.0	0.0	0.0	0.0
8	0.0	1.0	0.0	0.0	0.0	0.0
9	0.0	0.0	1.1	0.0	0.0	0.0
10	1.0	0.0	0.0	1.1	0.0	0.0
11	0.0	0.9	0.0	0.0	1.0	0.0
12	0.0	0.0	0.9	0.0	0.0	1.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	1.0	1.0	0.0	0.0	0.0	0.0
9-12	1.0	0.9	2.0	1.1	1.0	1.0
K-12	2.0	1.9	2.0	1.1	1.0	1.0

Study Area 5-Year Projections

Study Area	Projection Date 11/6/2015					
	ACTUAL 2015	2016	2017	2018	2019	2020
140						
K	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0
7	0.0	1.0	0.0	0.0	0.0	0.0
8	0.0	0.0	1.1	0.0	0.0	0.0
9	1.0	0.0	0.0	1.1	0.0	0.0
10	0.0	1.0	0.0	0.0	1.1	0.0
11	1.0	0.0	0.9	0.0	0.0	1.0
12	0.0	1.1	0.0	1.0	0.0	0.0
K-5	0.0	0.0	0.0	0.0	0.0	0.0
6-8	1.0	1.0	1.1	0.0	0.0	0.0
9-12	2.0	2.1	0.9	2.1	1.1	1.0
K-12	3.0	3.1	2.0	2.1	1.1	1.0



Population		Households	
2010 Total Population	65,285	2015 Median Household Income	\$50,623
2015 Total Population	66,741	2020 Median Household Income	\$60,299
2020 Total Population	68,417	2015-2020 Annual Rate	3.56%
2015-2020 Annual Rate	0.50%		

Housing Units by Occupancy Status and Tenure	Census 2010		2015		2020	
	Number	Percent	Number	Percent	Number	Percent
Total Housing Units	28,016	100.0%	28,948	100.0%	29,928	100.0%
Occupied	26,618	95.0%	27,520	95.1%	28,385	94.8%
Owner	13,114	46.8%	12,844	44.4%	13,172	44.0%
Renter	13,504	48.2%	14,676	50.7%	15,213	50.8%
Vacant	1,398	5.0%	1,429	4.9%	1,543	5.2%

Owner Occupied Housing Units by Value	2015		2020	
	Number	Percent	Number	Percent
Total	12,824	100.0%	13,150	100.0%
<\$50,000	580	4.5%	407	3.1%
\$50,000-\$99,999	199	1.6%	166	1.3%
\$100,000-\$149,999	191	1.5%	66	0.5%
\$150,000-\$199,999	784	6.1%	329	2.5%
\$200,000-\$249,999	2,300	17.9%	1,519	11.6%
\$250,000-\$299,999	2,481	19.3%	1,622	12.3%
\$300,000-\$399,999	3,232	25.2%	3,660	27.8%
\$400,000-\$499,999	1,715	13.4%	3,189	24.3%
\$500,000-\$749,999	1,005	7.8%	1,616	12.3%
\$750,000-\$999,999	183	1.4%	431	3.3%
\$1,000,000+	154	1.2%	145	1.1%
Median Value		\$297,521		\$367,377
Average Value		\$333,279		\$392,449

**Data Note:** Persons of Hispanic Origin may be of any race.  
**Source:** U.S. Census Bureau, Census 2010 Summary File 1.

Census 2010 Owner Occupied Housing Units by Mortgage Status		
	Number	Percent
Total	13,114	100.0%
Owned with a Mortgage/Loan	8,511	64.9%
Owned Free and Clear	4,603	35.1%

Census 2010 Vacant Housing Units by Status		
	Number	Percent
Total	1,398	100.0%
For Rent	575	41.1%
Rented- Not Occupied	57	4.1%
For Sale Only	212	15.2%
Sold - Not Occupied	55	3.9%
Seasonal/Recreational/Occasional Use	190	13.6%
For Migrant Workers	3	0.2%
Other Vacant	305	21.8%

Census 2010 Occupied Housing Units by Age of Householder and Home Ownership			
	Occupied Units	Owner Occupied Units	
		Number	% of Occupied
Total	26,618	13,113	49.3%
15-24	5,303	145	2.7%
25-34	4,351	841	19.3%
35-44	3,412	1,853	54.3%
45-54	4,249	3,016	71.0%
55-64	4,363	3,492	80.0%
65-74	2,275	1,923	84.5%
75-84	1,678	1,315	78.4%
85+	987	528	53.5%

Census 2010 Occupied Housing Units by Race/Ethnicity of Householder and Home Ownership			
	Occupied Units	Owner Occupied Units	
		Number	% of Occupied
Total	26,618	13,113	49.3%
White Alone	23,490	12,212	52.0%
Black/African American	226	47	20.8%
American Indian/Alaska	173	56	32.4%
Asian Alone	1,460	475	32.5%
Pacific Islander Alone	59	12	20.3%
Other Race Alone	463	108	23.3%
Two or More Races	747	203	27.2%
Hispanic Origin	1,296	352	27.2%

Census 2010 Occupied Housing Units by Size and Home Ownership			
	Occupied Units	Owner Occupied Units	
		Number	% of Occupied
Total	26,619	13,114	49.3%
1-Person	8,223	2,927	35.6%
2-Person	10,018	5,589	55.8%
3-Person	3,822	2,039	53.3%
4-Person	2,846	1,668	58.6%
5-Person	1,160	612	52.8%
6-Person	360	183	50.8%
7+ Person	190	96	50.5%

**Data Note:** Persons of Hispanic Origin may be of any race.  
**Source:** U.S. Census Bureau, Census 2010 Summary File 1.



# Demographic and Income Profile

Prepared using SchoolSite by DDP

Summary	Census 2010	2015	2020
Population	65,285	66,741	68,417
Households	26,618	27,519	28,385
Families	13,518	13,734	14,023
Average Household Size	2.26	2.24	2.24
Owner Occupied Housing Units	13,114	12,844	13,172
Renter Occupied Housing Units	13,504	14,676	15,213
Median Age	28.9	29.8	31.9
Trends: 2015 - 2020 Annual Rate	Area	State	National
Population	0.50%	0.74%	0.75%
Households	0.62%	0.79%	0.77%
Families	0.42%	0.66%	0.69%
Owner HHs	0.51%	0.75%	0.70%
Median Household Income	3.56%	2.76%	2.66%

Households by Income	2015		2020	
	Number	Percent	Number	Percent
<\$15,000	4,964	18.0%	4,871	17.2%
\$15,000 - \$24,999	2,821	10.3%	2,168	7.6%
\$25,000 - \$34,999	2,693	9.8%	2,339	8.2%
\$35,000 - \$49,999	3,147	11.4%	2,974	10.5%
\$50,000 - \$74,999	3,754	13.6%	3,716	13.1%
\$75,000 - \$99,999	3,509	12.8%	4,002	14.1%
\$100,000 - \$149,999	4,342	15.8%	5,409	19.1%
\$150,000 - \$199,999	1,355	4.9%	1,824	6.4%
\$200,000+	931	3.4%	1,078	3.8%
Median Household Income	\$50,623		\$60,299	
Average Household Income	\$68,983		\$78,211	
Per Capita Income	\$28,989		\$32,967	

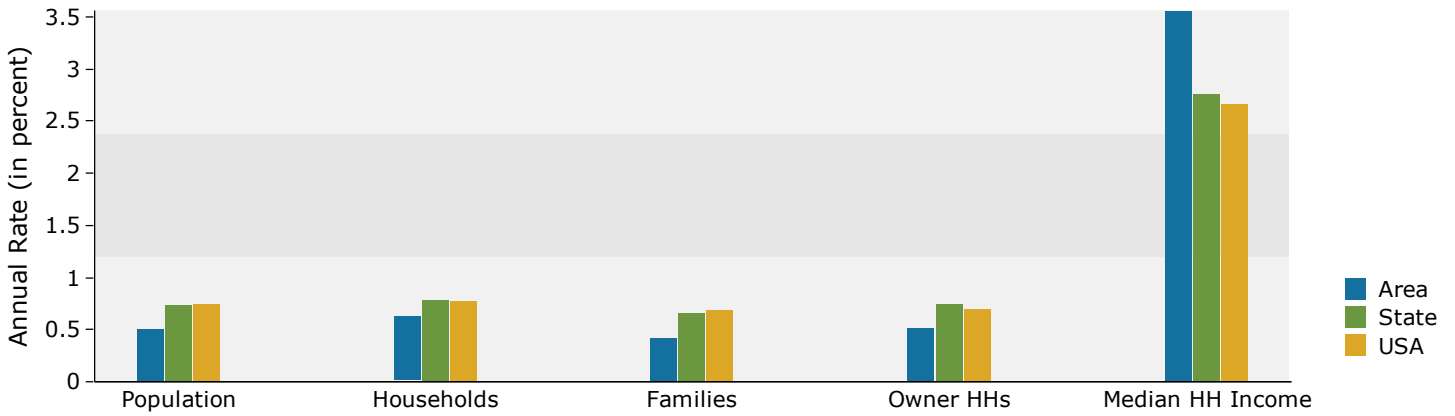
Population by Age	Census 2010		2015		2020	
	Number	Percent	Number	Percent	Number	Percent
0 - 4	2,799	4.3%	2,723	4.1%	2,815	4.1%
5 - 9	2,797	4.3%	2,608	3.9%	2,613	3.8%
10 - 14	2,995	4.6%	2,836	4.2%	2,709	4.0%
15 - 19	7,316	11.2%	7,015	10.5%	6,932	10.1%
20 - 24	12,815	19.6%	12,029	18.0%	11,417	16.7%
25 - 34	8,442	12.9%	10,326	15.5%	10,911	15.9%
35 - 44	6,099	9.3%	5,968	8.9%	6,493	9.5%
45 - 54	7,398	11.3%	6,633	9.9%	6,255	9.1%
55 - 64	7,196	11.0%	7,857	11.8%	7,675	11.2%
65 - 74	3,645	5.6%	4,800	7.2%	6,068	8.9%
75 - 84	2,461	3.8%	2,490	3.7%	2,971	4.3%
85+	1,322	2.0%	1,454	2.2%	1,558	2.3%

Race and Ethnicity	Census 2010		2015		2020	
	Number	Percent	Number	Percent	Number	Percent
White Alone	55,738	85.4%	55,629	83.4%	55,688	81.4%
Black Alone	664	1.0%	794	1.2%	914	1.3%
American Indian Alone	444	0.7%	466	0.7%	486	0.7%
Asian Alone	4,124	6.3%	4,930	7.4%	5,730	8.4%
Pacific Islander Alone	193	0.3%	203	0.3%	211	0.3%
Some Other Race Alone	1,641	2.5%	1,902	2.8%	2,179	3.2%
Two or More Races	2,481	3.8%	2,817	4.2%	3,211	4.7%
Hispanic Origin (Any Race)	4,463	6.8%	5,236	7.8%	6,096	8.9%

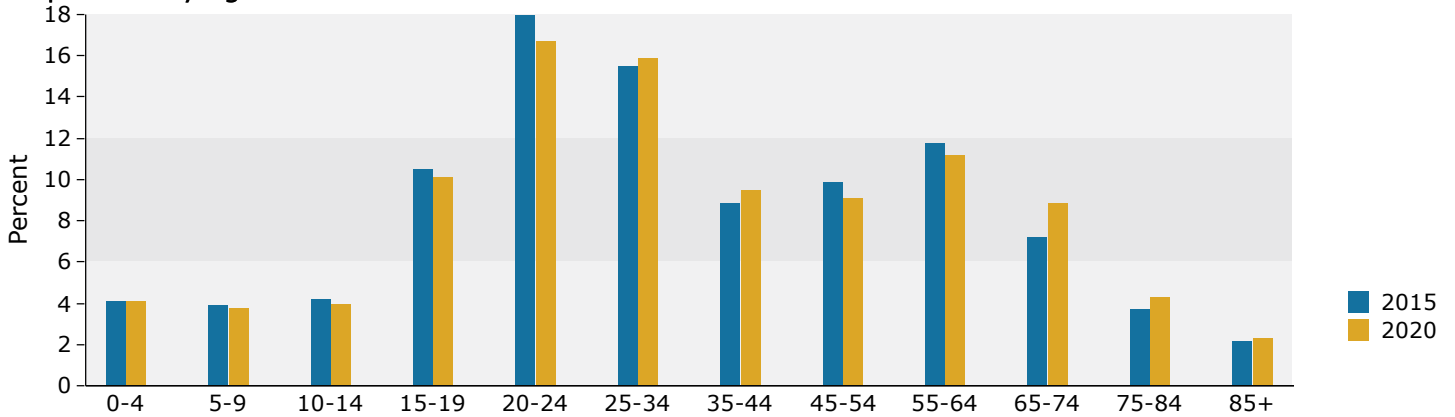
**Data Note:** Income is expressed in current dollars.

**Source:** U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020.

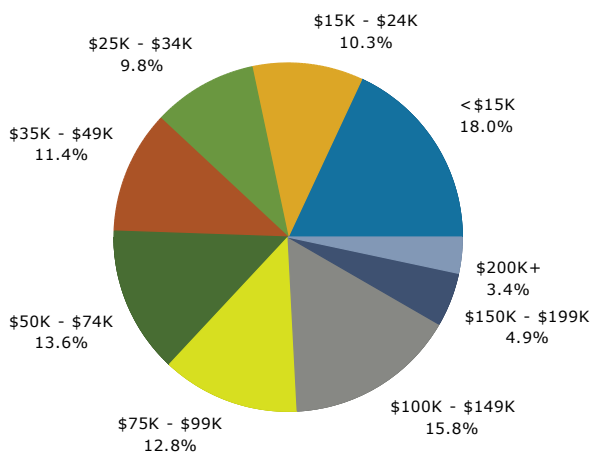
## Trends 2015-2020



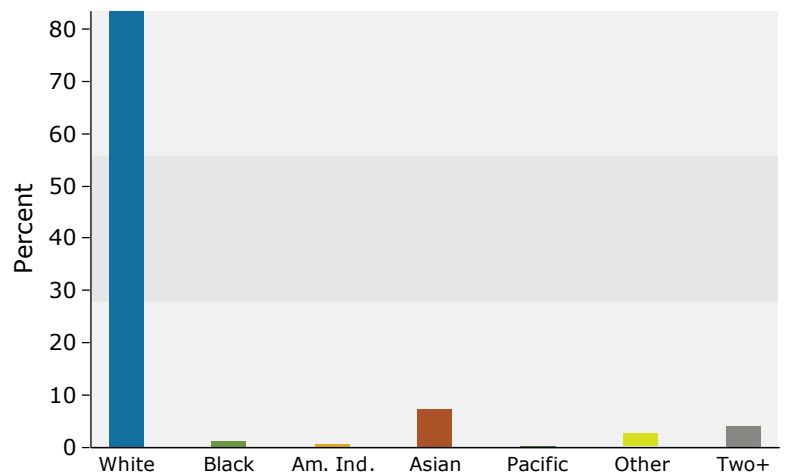
## Population by Age



## 2015 Household Income



## 2015 Population by Race



2015 Percent Hispanic Origin: 7.8%

Source: U.S. Census Bureau, Census 2010 Summary File 1. Esri forecasts for 2015 and 2020.



# Corvallis School District

## Fall 2015 Demographic Study

Using Resident Student Projections and  
Based on Fall 2015 Student Data

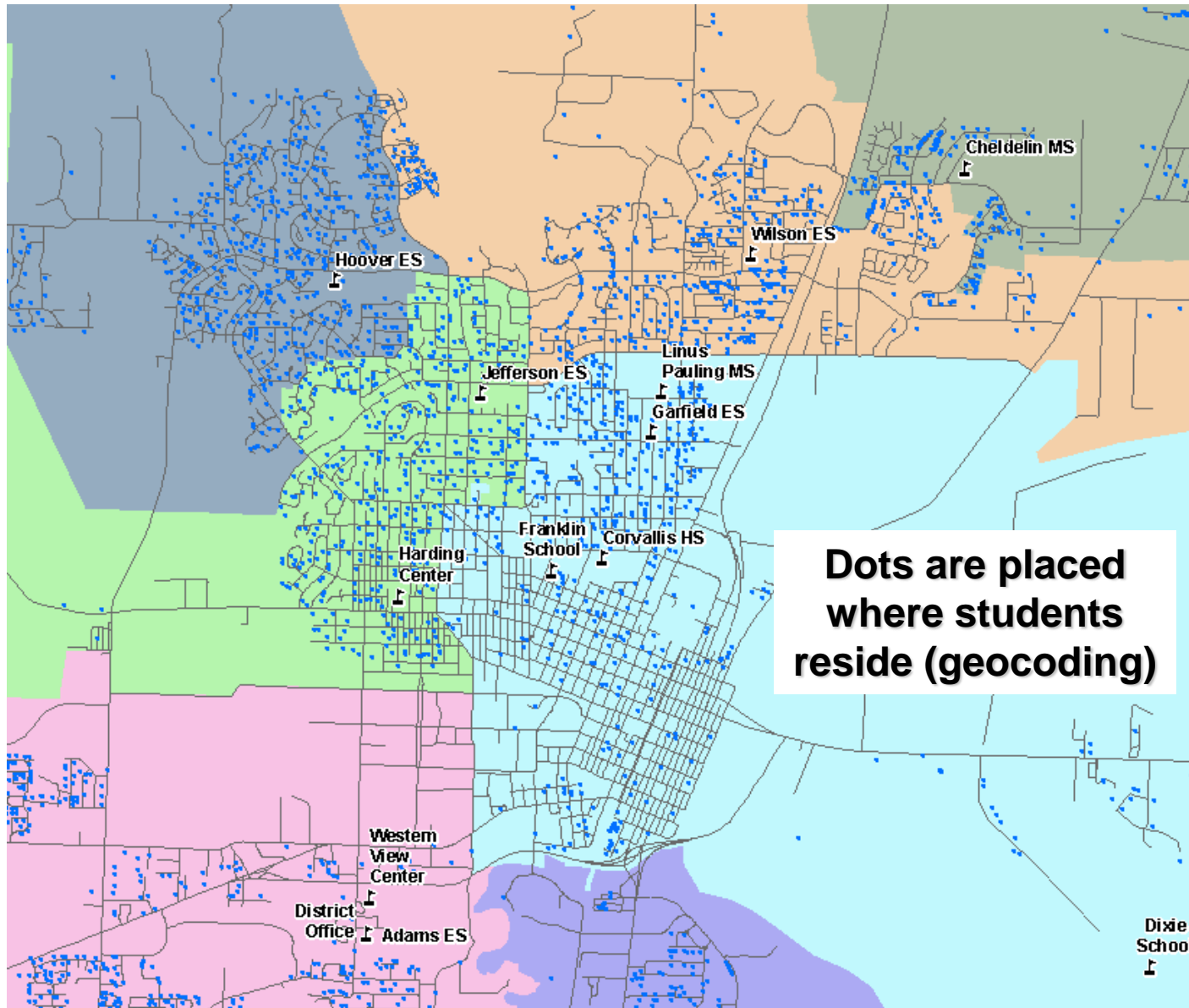
**Presented by Davis Demographics & Planning, Inc.**

**February 22, 2016**

# Work Accomplished by DDP for the Corvallis School District

- Set-up GIS Data layers
- Researched any new housing projects/plans
- Analyzed relevant area demographic data
- Developed 5-year student forecast
- Provided a Demographic Study with a variety of maps, charts, findings and analysis

# Mapping the District's Student Data



The last 4 years of mapped student data were analyzed

# 2015/16 Elementary School Attendance Matrix

Helps the District track its open enrollment distribution.

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of the  
Report

SCHOOL OF RESIDENCE  
(BASED ON CURRENT  
ATTENDANCE AREAS)

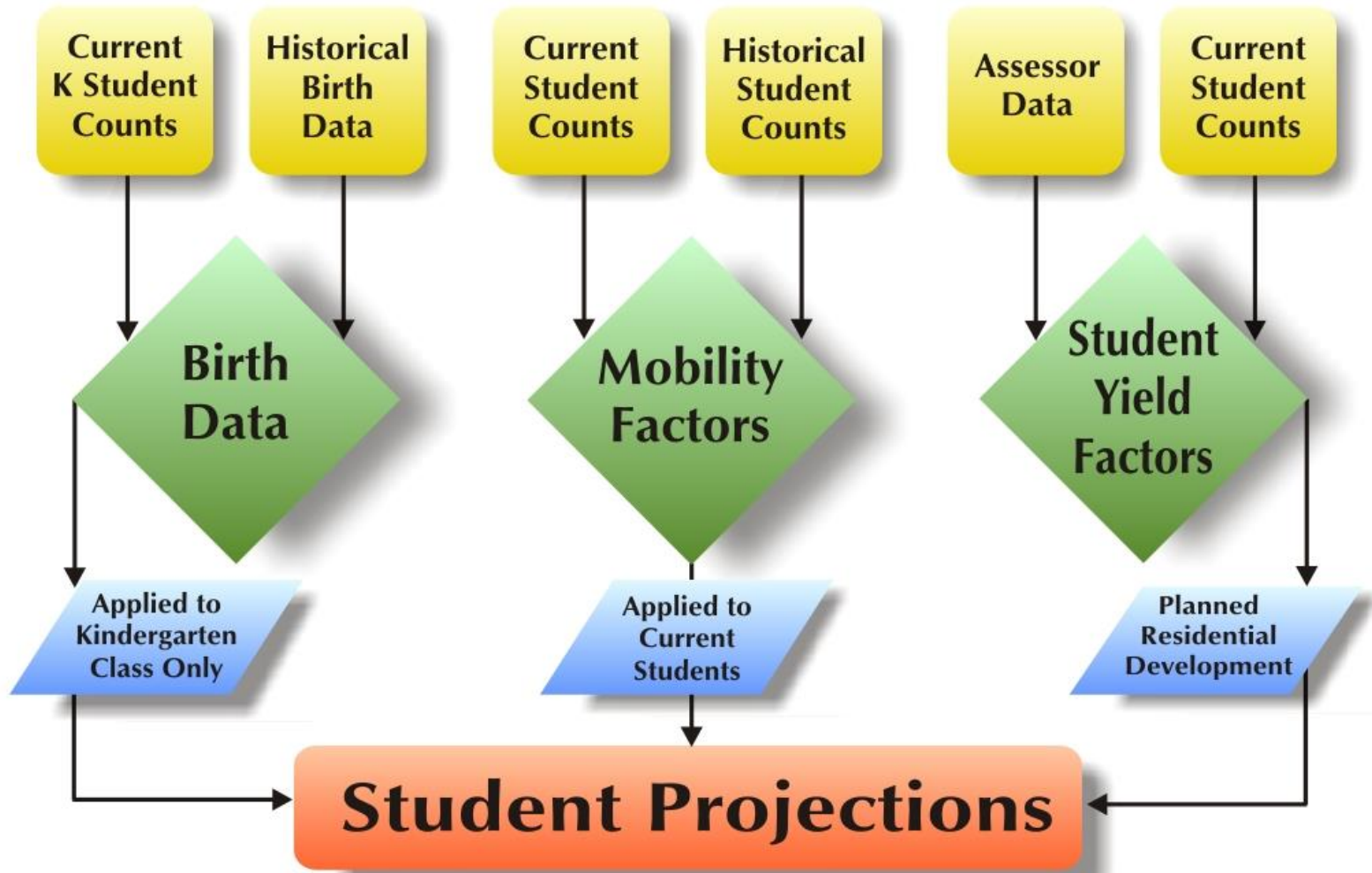
## SCHOOL OF ATTENDANCE (CODE)

Attendance Area	<u>K-5 Students</u>	<u>Adams ES</u>	<u>Franklin K-8 School (Only K-5 on Matrix)</u>	<u>Garfield ES</u>	<u>Hoover ES</u>	<u>Jefferson ES</u>	<u>Lincoln ES</u>	<u>Mountain View ES</u>	<u>Muddy Creek Charter School</u>	<u>Wilson ES</u>	<u>Transfer Out Rates</u>
Adams ES	383	296	25	7	14	6	6	0	25	4	22.7%
Garfield ES	365	10	37	222	8	18	13	6	10	41	39.2%
Hoover ES	385	2	7	10	342	15	1	1	0	7	11.2%
Jefferson ES	319	10	19	19	13	240	5	1	10	2	24.8%
Lincoln ES	459	56	27	10	9	3	312	2	30	10	32.0%
Mountain View ES	416	11	29	33	12	13	12	256	3	47	38.5%
Wilson ES	437	4	23	110	27	16	5	11	1	240	45.1%
<b>K-5 Sub-Totals:</b>	<b>2,764</b>	<b>389</b>	<b>167</b>	<b>411</b>	<b>425</b>	<b>311</b>	<b>354</b>	<b>277</b>	<b>79</b>	<b>351</b>	
Special Education:	27	0	0	0	0	27	0	0	0	0	
Out of District:	128	10	3	16	8	7	18	27	24	15	
*Unmatched:	5	0	0	3	0	0	0	1	0	1	
<b>K-5 Totals:</b>	<b>2,924</b>	<b>399</b>	<b>170</b>	<b>430</b>	<b>433</b>	<b>345</b>	<b>372</b>	<b>305</b>	<b>103</b>	<b>367</b>	
# Enrolled, But Not Living in Attendance Area:	711	103	--	205	91	78	60	48	--	126	
Open Enrollment % ("Transfer In" %):	25.7%	26.5%	N/A	49.9%	21.4%	25.1%	16.9%	17.3%	N/A	35.9%	
District-wide											

Middle School  
Matrix on Page  
13 of the Report

High School  
Matrix on Page 14  
of the Report

# DDP Projection Methodology



# Corvallis Birth Data – By Zip Code

	Benton 97333	Linn 97333	Total 97333
1998	176	0	176
1999	172	6	178
2000	166	4	170
2001	200	6	206
2002	177	3	180
2003	180	4	184
2004	193	8	201
2005	204	1	205
2006	216	3	219
2007	215	2	217
2008	197	8	205
2009	202	4	206
2010	206	7	213
2011	218	2	220
2012	186	9	195
2013	179	7	186
2014	188	6	194

= PEAK YEAR

Real Birthrate	Birthrates used by DDP	Year of Projection
<b>BASE YEAR</b>		
103.3%	<b>1.033</b>	2016
91.5%	<b>0.915</b>	2017
87.3%	<b>0.873</b>	2018
91.1%	<b>0.911</b>	2019
90.0%	<b>0.900</b>	2020

	Benton 97330
1998	428
1999	419
2000	380
2001	424
2002	387
2003	357
2004	342
2005	360
2006	352
2007	370
2008	353
2009	375
2010	321
2011	348
2012	365
2013	294
2014	320

Real Birthrate	Birthrates used by DDP	Year of Projection
<b>BASE YEAR</b>		
108.4%	<b>1.084</b>	2016
113.7%	<b>1.137</b>	2017
91.6%	<b>0.916</b>	2018
99.7%	<b>0.997</b>	2019
101.7%	<b>1.017</b>	2020

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# Mobility Factors

## Corvallis SD Mobility (Using Fall 2012 through Fall 2015 Student Data)

*(Excluding Study Areas that Have Had Development and Ones that Contain Low Student Counts)*

	K to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	10 to 11	11 to 12	11 to 12
Adams ES	1.020	1.030	1.050	1.050	1.020	0.970	1.020	1.000	1.070	1.020	0.930	1.020
Garfield ES	1.020	0.960	0.930	1.010	1.110	1.000	1.000	1.020	1.250	1.030	1.040	1.090
Hoover ES	1.020	1.060	1.090	1.000	0.950	0.970	0.940	0.940	1.140	0.950	1.070	0.980
Jefferson ES	1.020	0.960	1.010	1.010	0.950	1.070	1.020	1.020	1.220	1.020	0.990	1.070
Lincoln ES	1.020	1.000	1.020	1.000	0.970	0.950	1.020	1.050	1.050	0.980	0.910	1.110
Mountain View ES	1.020	1.110	0.960	1.020	1.090	1.050	1.070	1.120	1.170	0.900	0.980	0.970
Wilson ES	1.020	0.960	1.060	0.970	1.000	1.100	1.040	0.980	1.070	0.860	0.940	0.970

*\*District requested to manually change "K to 1" mobility factors for all attendance areas to 1.02 due to district wide implementation of full day kindergarten*

**GREEN** = net increase from one grade to another

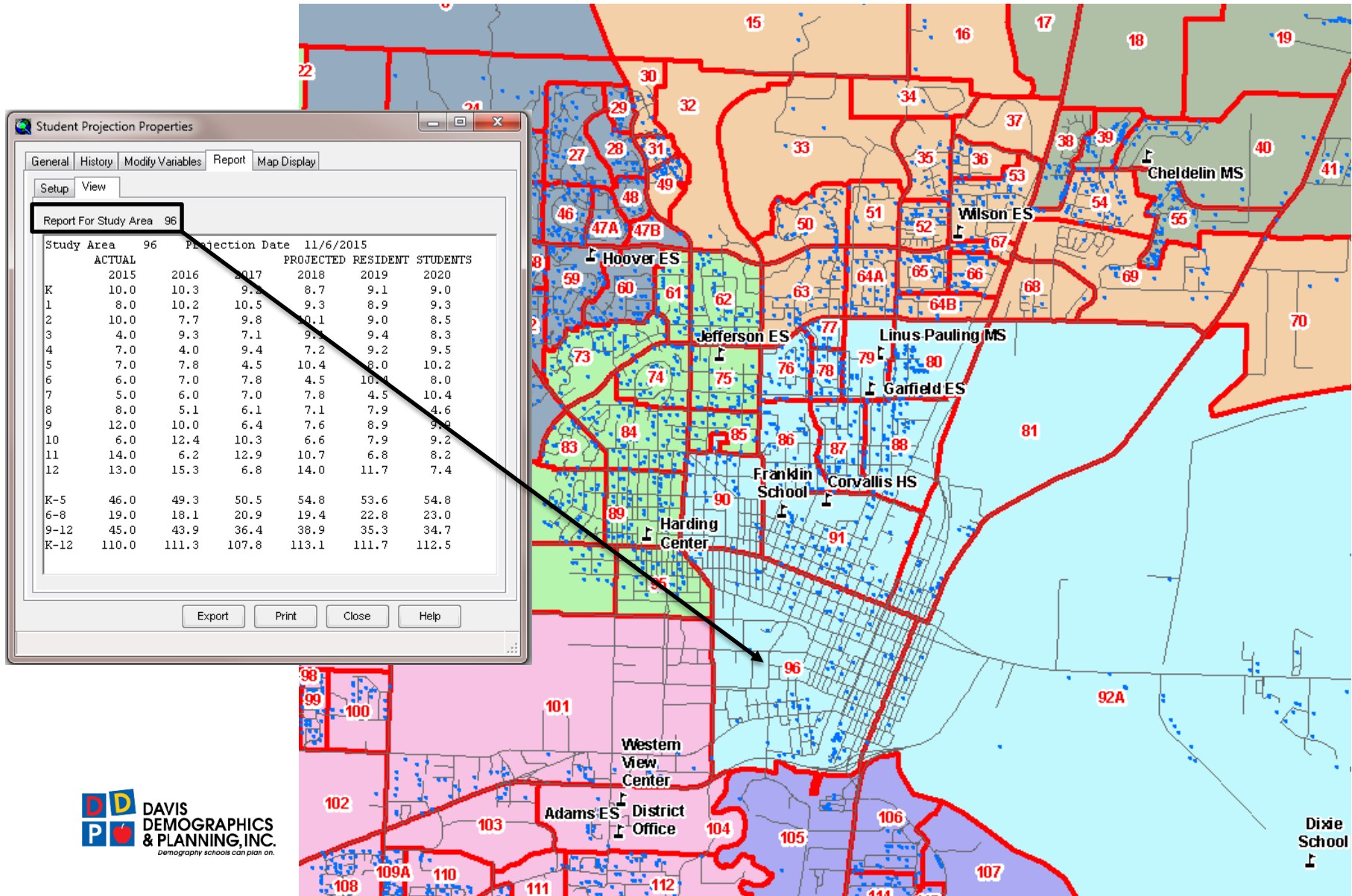
**RED** = net decrease from one grade to another

**BLUE** = no change / straight pass through

3 Years of Change

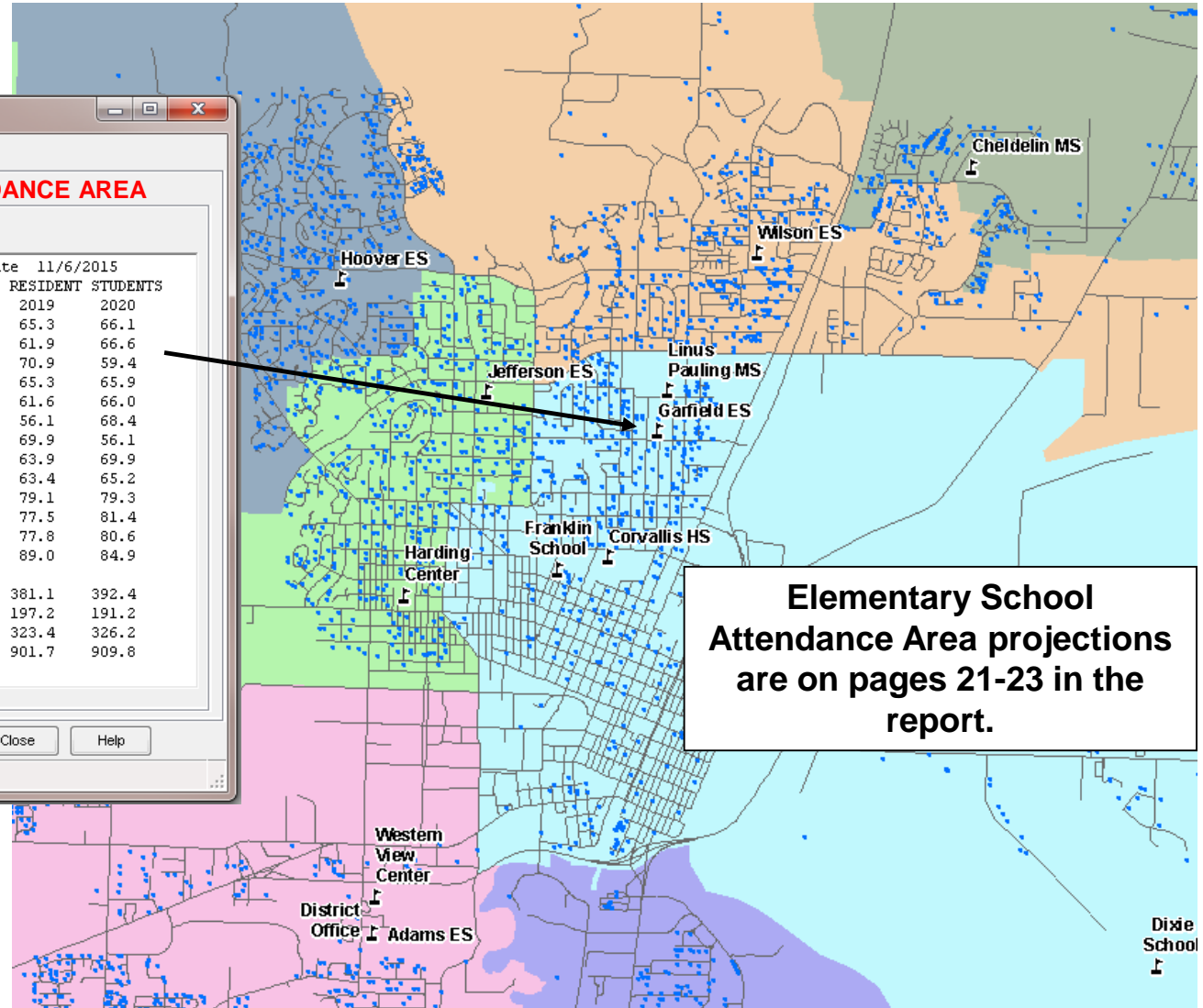
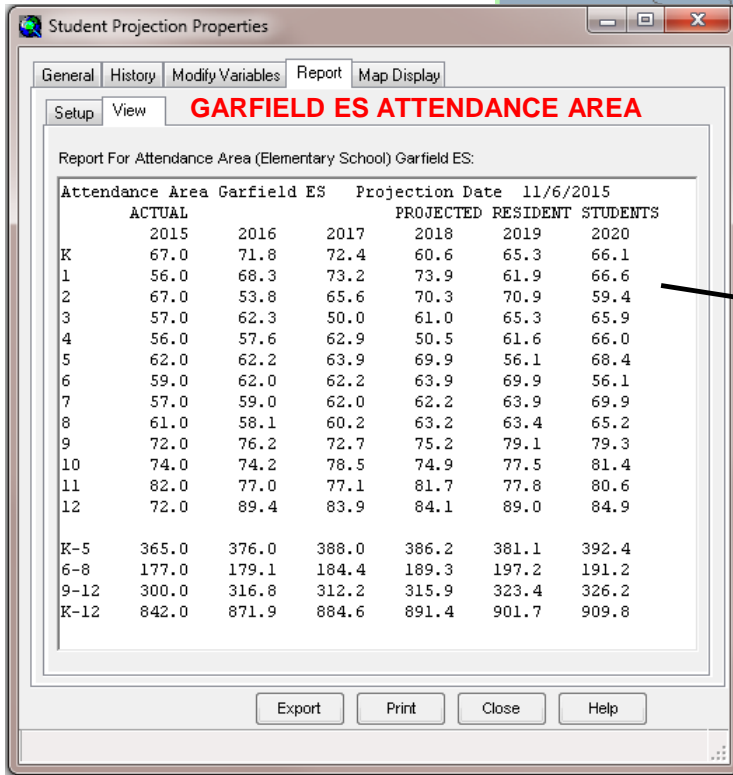
- DDP conducts historical student data comparisons for Study Areas where there are no new residential development over the past five years
- DDP used 4 years of mapped student data (Fall 2012-15) and conducts annual grade transition analysis using an average (instead of weighted method) – (3 years of change).
- This factor helps to account for housing resales, foreclosures, apartment migration and HS dropouts.

# Projections for Each Study Area



Individual projections were generated for each of the District's 145 Study Areas (Appendix A).

# Projections for Each Attendance Area



**Elementary School Attendance Area projections are on pages 21-23 in the report.**



**Individual projections were generated for each of the District's 7 elementary school attendance areas, as well as its 2 middle school and 2 high school attendance areas.**

**These are simply the addition of the individual Study Area projections that make up each attendance area.**

# District-wide 5-Year Forecast

Projection Date 11/6/2015

	Actual	Actual	"Current"	Projected Resident Student Counts				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
K	428	455	435	464.4	463.5	392.4	421.7	426.0
1	486	478	461	443.7	473.7	472.8	400.3	430.1
2	437	489	483	469.5	446.5	476.7	475.8	402.8
3	439	442	499	492.4	475.8	453.8	484.5	483.5
4	420	444	444	501.9	496.0	480.0	456.7	487.5
5	461	439	442	449.3	506.8	501.6	488.2	460.6
6	428	470	457	447.7	455.4	515.0	508.4	495.8
7	470	439	474	466.0	455.2	463.1	525.7	516.9
8	447	482	448	482.7	476.6	464.0	473.3	537.7
9	533	537	519	509.3	546.9	540.3	525.9	538.7
10	526	497	512	500.0	489.4	525.8	518.6	505.3
11	537	499	506	500.0	490.1	480.5	514.3	506.4
12	518	542	504	521.0	514.0	505.0	494.3	528.5
	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Fall 2020</u>
K-5	2,671	2,747	2,764	2,821.2	2,862.3	2,777.3	2,727.2	2,690.5
6-8	1,345	1,391	1,379	1,396.4	1,387.2	1,442.1	1,507.4	1,550.4
9-12	2,114	2,075	2,041	2,030.3	2,040.4	2,051.6	2,053.1	2,078.9
K-12	6,130	6,213	6,184	6,247.9	6,289.9	6,271.0	6,287.7	6,319.8

DW projections are the summary of all 145 Study Areas (neighborhoods).

Impact from Mobility

# District-wide 5-Year Forecast

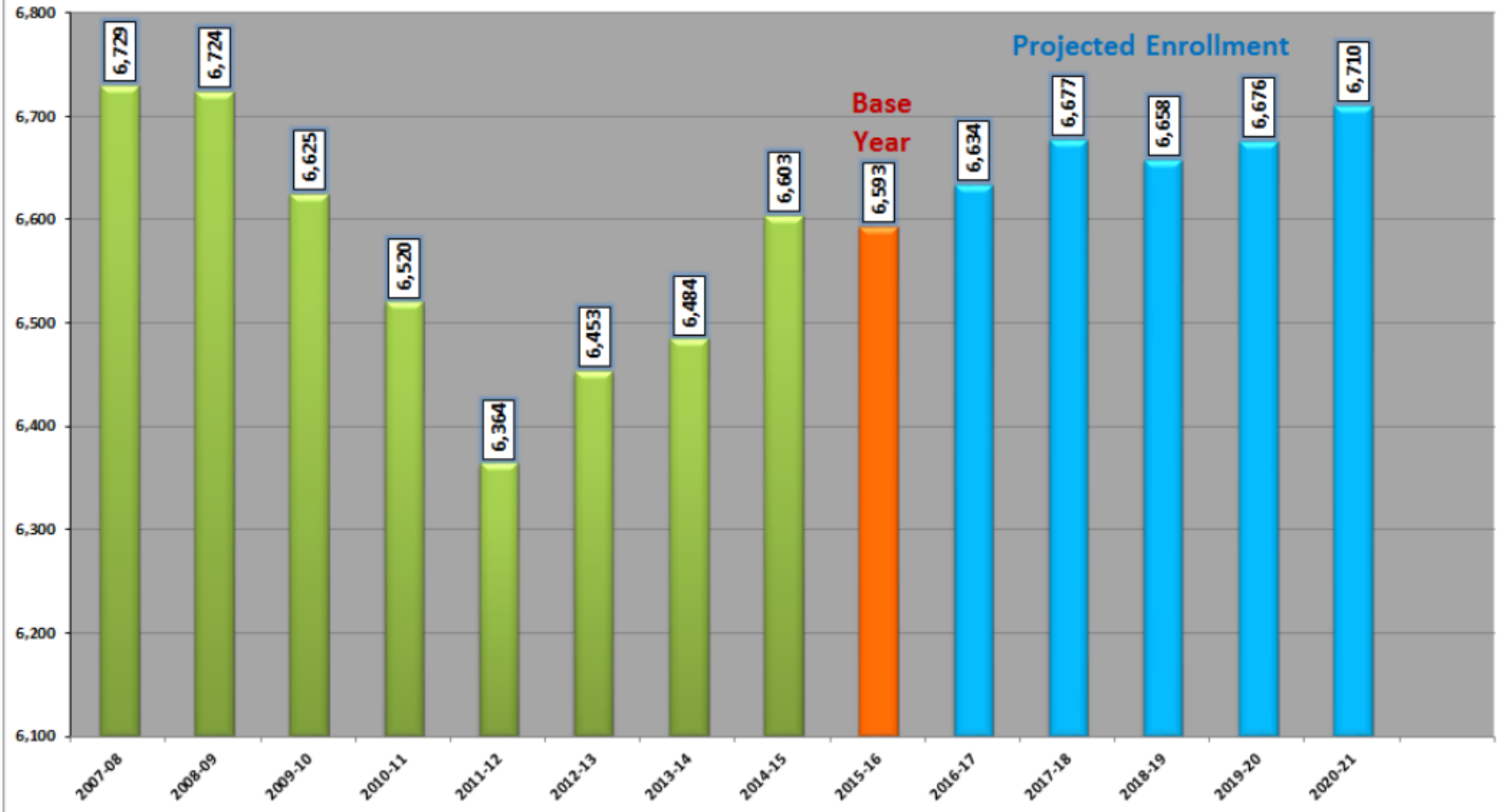
Projection Date 11/6/2015

	Actual					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
K-5	2,764	2,821.2	2,862.3	2,777.3	2,727.2	2,690.5
6-8	1,379	1,396.4	1,387.2	1,442.1	1,507.4	1,550.4
9-12	2,041	2,030.3	2,040.4	2,051.6	2,053.1	2,078.9
Special Ed Students:	86	79.0	79.0	79.0	80.0	80.0
Out of District K-12:	313	297.0	298.0	298.0	299.0	300.0
Unmatched:	10	10.0	10.0	10.0	10.0	10.0
<b>K-12 Totals</b>	<b>6,593</b>	<b>6,633.9</b>	<b>6,676.9</b>	<b>6,658.0</b>	<b>6,676.7</b>	<b>6,709.8</b>
<b>Annual K-12 Change:</b>		<b>40.9</b>	<b>43.0</b>	<b>-18.9</b>	<b>18.7</b>	<b>33.1</b>

<b>Net K-5:</b>	<b>-93.8</b>	<b>-3.2%</b>
<b>Net 6-8:</b>	<b>186.2</b>	<b>12.9%</b>
<b>Net 9-12:</b>	<b>24.6</b>	<b>1.1%</b>
<b>Net K-12:</b>	<b>116.9</b>	<b>1.8%</b>

GREEN = Peak or Highest Count

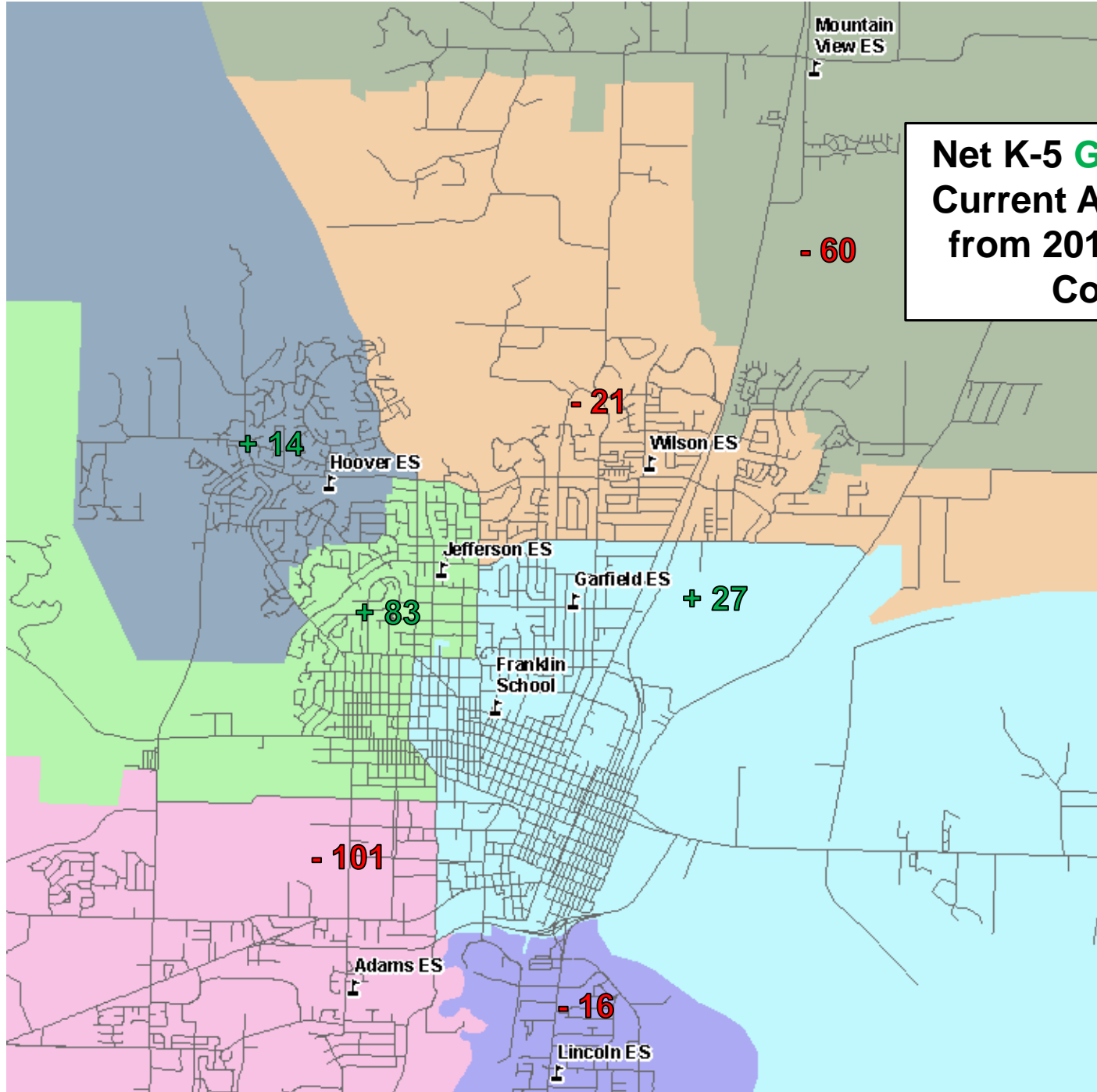
## Corvallis SD Historical Counts and Projected K-12 Enrollment (Projected 2016-17 through 2020-21)



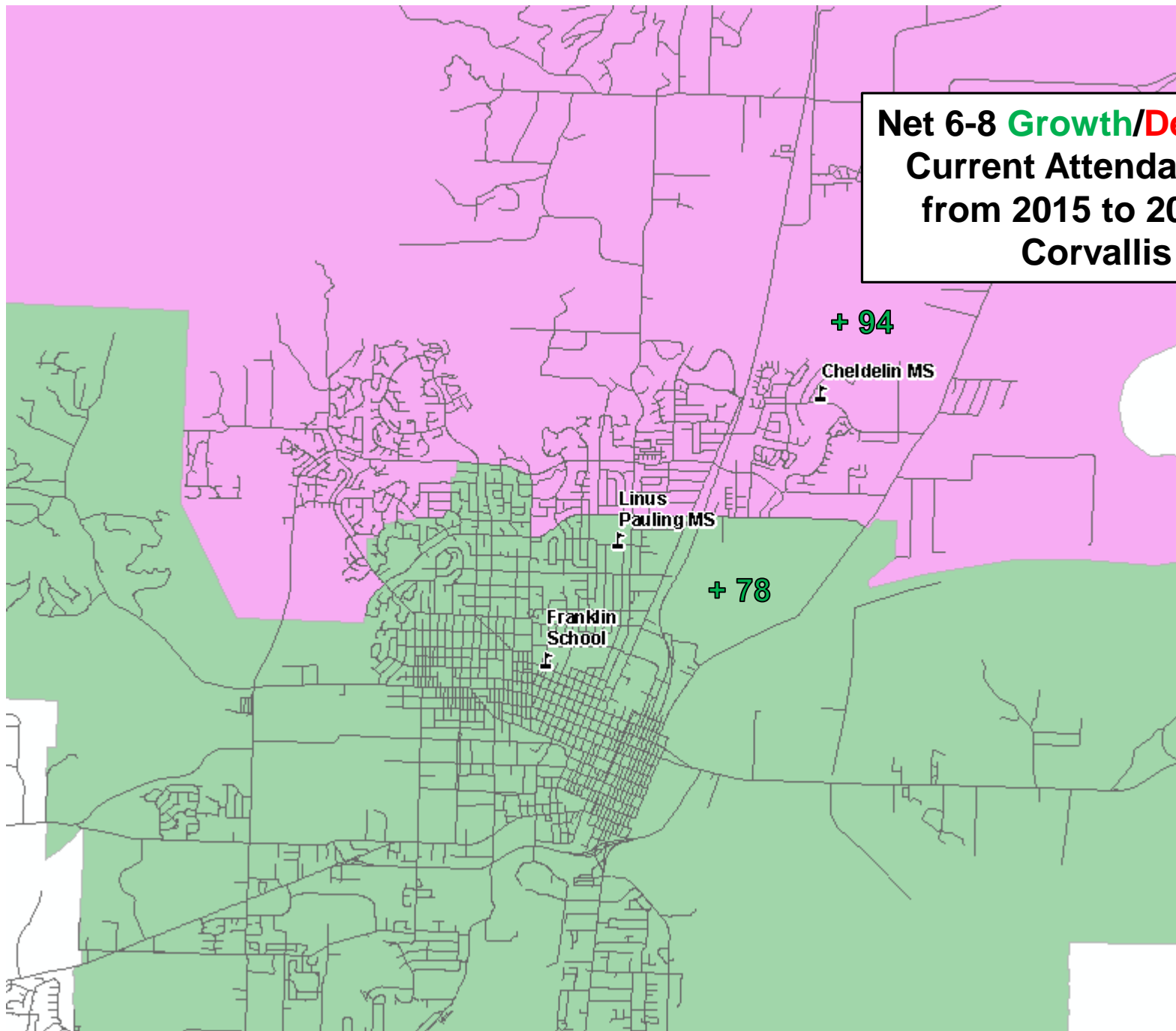
Sources: Corvallis School District and Oregon Department of Education  
This chart has been prepared by Davis Demographics and Planning, Inc.

The projected student counts from Fall 2015-16 through Fall 2020-21 were prepared by Davis Demographics and Planning in January 2015.

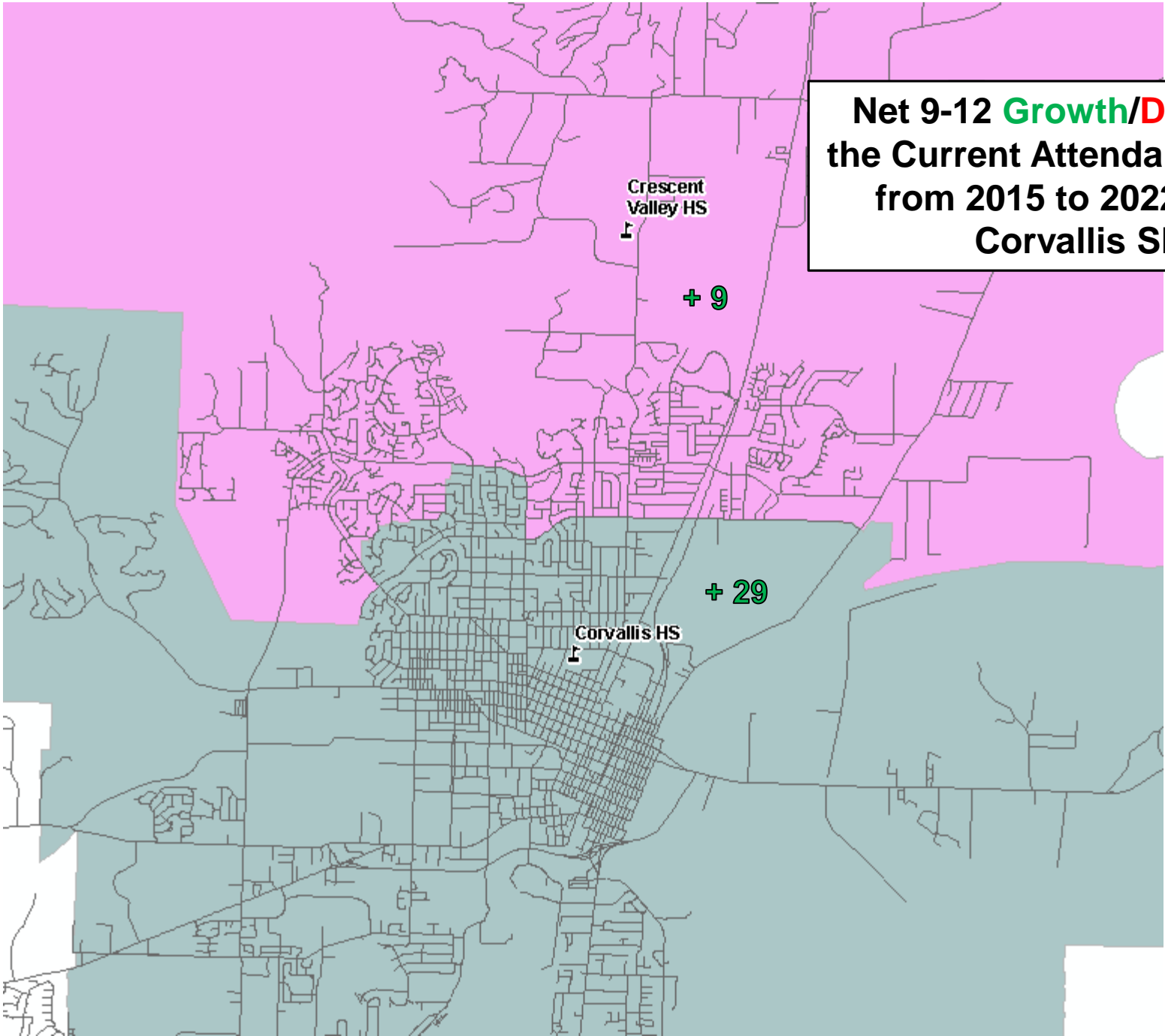
**Net K-5 Growth/Decline in Current Attendance Areas from 2015 to 2020 in the Corvallis SD**



**Net 6-8 Growth/Decline in the  
Current Attendance Areas  
from 2015 to 2022 in the  
Corvallis SD**



**Net 9-12 Growth/Decline  
in the Current Attendance Areas  
from 2015 to 2022 in the  
Corvallis SD**



# Summary (Main Issues)

- The elementary level is projected to peak in 2017 and then start to see declines. Overall, the District is expected to lose 94 K-5 students (-3.2%) over the next five years. However, there are several areas of growth, while other regions could expect declining resident counts.
- Three of the District's seven elementary schools may be at or approaching their design capacity (Garfield, Hoover and Jefferson) and small growth is expected in all three regions. Slight boundary adjustments may be necessary due to changing demographics.
- Middle school grades (6-8) has the largest growth, 12.9% (+186 students) over next five years. By 2020, both schools may be nearing capacity. Total 6-8 counts could be just over 1,600 students in five years (1,441 in 2015).
- High school grades (9-12) are expected to stay fairly stable over the next five years. @900 for Crescent Valley HS and @1,150 for Corvallis HS.

# Questions?



# Corvallis

SCHOOL DISTRICT

## II. OPEN ENROLLMENT AND TRANSFERS

### II.A. Administrative Regulation JC-AR—School Boundary Areas—Revised— For Information

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** February 22, 2016

**FOR INFORMATION**

**SUBJECT:** Administrative Regulation JC-AR—School Boundary Areas—Revised—For Information

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Issue:

Under section II. C. 1., the word “will” was changed to “may”. This allows District administration the flexibility to allow transfers as they deem necessary over or under the 7% spread in enrollment recommendation.

There will be limited openings in our transfer process for Linus Pauling Middle School and Corvallis High School for next year. Both schools have been closed since 2011. Additionally, there will be no anticipated openings for transfers for Adams, Hoover and Jefferson for next year. This is due to capacity issues.

These changes will be communicated out to families via newsletters and through the transfer process information.

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**CONTACT PERSON:** Kerry Richey

## School Boundary Areas

### I. Attendance Boundaries

- A. The superintendent will monitor student enrollment at all district facilities and will convene a School Boundaries Advisory Committee as needed to review current boundary situations and advise changes that would benefit the total school program educationally and financially.
- B. When boundary areas are changed, the following will apply:
  - 1. If a student's residence has been reassigned to a different school, that student may continue at the old school through completion of the highest grade. If a student lives in a reassigned boundary area and wants to remain at the current school, parents must notify the district in writing no later than the district's deadline. Email notice is acceptable. Unless otherwise specified as part of the boundary decision, families will be responsible for their student's transportation.
  - 2. Any siblings entering school in the two school years following a boundary change will be allowed to attend the old school if their attendance will overlap with the currently enrolled student. Parents should follow procedures outlined in JCA-AR in regards to Student Transfers to notify the district in this situation.

### II. Assignment of Students to Schools

- A. Students living at least 50 percent of the school year within the attendance boundaries of individual schools have priority for attendance at that school.
- B. The district may require students requiring specialized programs to attend a school outside of their neighborhood boundary if amenities and staff applicable to that student's education are only available at that facility.
  - 1. Transportation will be provided while the student is assigned by the district to another school other than their home school.
  - 2. Siblings of students in specialized programs are eligible for transfer to the school their sibling is attending. See JCA-AR for further details.

- C. The superintendent will set enrollment capacities at each school.
1. The space available at elementary and K-8 schools is determined by a capacity number set for each school based on building size. Space available at the secondary level ~~may~~ will be limited by a need to balance student populations within +/- seven percent of the average enrollment of the two schools.
  2. Once that enrollment capacity has been reached, any student moving into the attendance area may be required by the superintendent or designee to attend another school as designated by the district. Transportation will be provided if a student is assigned by the district to another school other than their home school and it is located outside the walk zone.
  3. If enrollment falls below the enrollment capacity, students who have been moved because of overcrowding will have first choice to return to their home school based on their placement on a waiting list. Students may return to a school only at the end of a grading period for elementary school students or at the end of a semester for middle and high school students. Transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur at any time during the school year.



# Corvallis

SCHOOL DISTRICT

II.B. Designate the Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] and under HB 2747 [ORS 339.133(5)(a)] for the 2016-17 school year.

**BOARD MEETING DATE:** February 22, 2016

**FOR ACTION**

**SUBJECTS:**

1. Designate Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] for the 2016-17 school year.
2. Designate Number of Nonresident Students to Accept under HB 4007 for the 2016-17 school year [ORS 339.133(5)(a)].

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Issue: HB 3681 (Open Enrollment) was enacted by the 2011 legislature and offers an additional method of school choice for Oregon students. Once enrolled all students are considered resident students and the district has the responsibility to place in any appropriate program, including ELL and SpEd programs. The provisions contained therein sunset with the school year 2016-17. Last year the Board voted not to allow HB 3681 nonresident transfers.

HB 2747 enacted by the 2013 legislature and amended by HB 4007 in 2014, modifies the district's traditional methods of interdistrict transfer or mutual district agreements. A school district may not consider race, religion, sex, gender identity, gender expression, sex, sexual orientation, ethnicity, national origin, disability, whether a student has an individualized education program, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability when establishing the terms of consent.

By March 1 the district must determine and announce the number of students we will accept or release via HB 3681 and HB 4007 transfers. The district has the right to determine the number of persons to whom consent will be given for the school year. The district Board may limit the number based on school, grade, or a combination of school and grade.

Under HB 4007 once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:

- Completes grade 5, 8, or 12 (the highest grade at that school);
- Is no longer required to be admitted to the school district under ORS 339.115, or
- Enrolls in a school in a different district.

Hoover, Jefferson and Adams Elementary Schools are currently near capacity and the District anticipates no openings at these three schools for the 2016-17 school year. We also will monitor Garfield very closely. Additionally, LPMS and CHS will have a limited number of slots open for transfer this spring. Recognizing that capacity is an issue, only up to 50 slots may be available for LPMS and only up to 100 slots may be available for CHS for the 2016-17 school year. These will only be granted during the transfer window and through our lottery process.

**MOTIONS REQUESTED:**

1. "I move that **zero** nonresident students shall receive consent for admission for the 2016-17 school year through the HB 3681 open enrollment process [ORS 339.133(5)(b)]."
2. "I move that we accept **all** nonresident students who apply to the school district during the March 1-31, 2016 online interdistrict transfer process under HB 4007 [ORS 339.133(5)(a)]; and that the district shall permit all students through a mutual agreement between districts to leave the district."

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**CONTACT PERSONS:** Kevin Bogatin, Kerry Richey



# Corvallis

SCHOOL DISTRICT

## III. PERS UPDATE

**BOARD MEETING DATE: February 22, 2016**

**SUBJECT: PERS Update**

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**BACKGROUND**

As a result of (1) lower than expected investment returns, (2) changes in assumptions used to project future returns and life expectancy, and (3) the Oregon Supreme Court rejection of pension reforms enacted in 2013, the PERS unfunded actuarial liability (UAL) has increased significantly in the last two years. As a result, in order to fund current system requirements (payments to retirees), employer contributions will need to increase to make up the difference. While actuarial valuations of the PERS fund are conducted annually, employer contribution rates are only adjusted every other year (in odd-numbered years). This fall the PERS Board will receive the actuarial valuation as of December 31, 2015 and will adopt new employer contribution rates that will become effective July 1, 2017.

**HISTORY OF EMPLOYER CONTRIBUTION RATES**

<b>Actual Employer Rates</b>	<b>Tier 1/Tier 2</b>	<b>OPSRP</b>
2011-2013 Employer Contribution Rate	10.97%	9.46%
2013-2015 Employer Contribution Rate	16.81%	14.81%
2015-2017 Employer Contribution Rate	9.43%	4.74%

**ESTIMATE OF 2017-2019 EMPLOYER CONTRIBUTION RATES**

In January the PERS actuary reported that based on 2015 returns, the system-wide funded status as of December 31, 2015 will be around 71-72% (down from 76% in 2014) and the UAL will increase to about \$21-22 billion (from \$18 billion in 2014). As a result, employer rates would need to increase, on average, by another 2-2.5% above the advisory rates calculated as of December 31, 2014.

<b>Advisory 2017-2019 Employer Rates</b> <i>Based on December 31, 2014 Actuarial Valuation</i>	<b>Tier 1/Tier 2</b>	<b>OPSRP</b>
Total Net Employer Contribution Rate	14.09%	8.40%
Impact of 2015 Investment Returns	+2.50%	+2.50%
<b>Total Estimated Employer Contribution Rate</b>	<b>16.59%</b>	<b>10.90%</b>
<b>Change from 2015-2017 Rate</b>	<b>7.16%</b>	<b>6.16%</b>

## **IMPACT ON OPERATING BUDGET**

Assuming general fund salaries totaling \$35 million, the change in employer contribution rates is projected to increase operating expenditures by about \$2.38 million starting in 2017-2018; however, when combined with a projected increase in revenue and the use of dedicated set-asides, the overall impact to the general fund will be minimal. All reserves delineated in board policy are projected to remain fully funded through June 30, 2019.

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**Presenter: Olivia Meyers Buch, Director of Finance and Operations**

**Supplementary Materials:**

- 1. PERS Employer Town Hall Handout (Color)**
- 2. Executive Summary –Actuarial Valuation Report as of December 31, 2014**
- 3. General Fund Forecast – Summary Forecast as of 2/22/2016**

# What is the PERS funding equation?

$$B = C + E$$

**BENEFITS = CONTRIBUTIONS + EARNINGS**

Present value of  
earned benefits

Employer funds to  
pay those benefits

Future returns on  
invested funds

Set by:  
Oregon Legislature

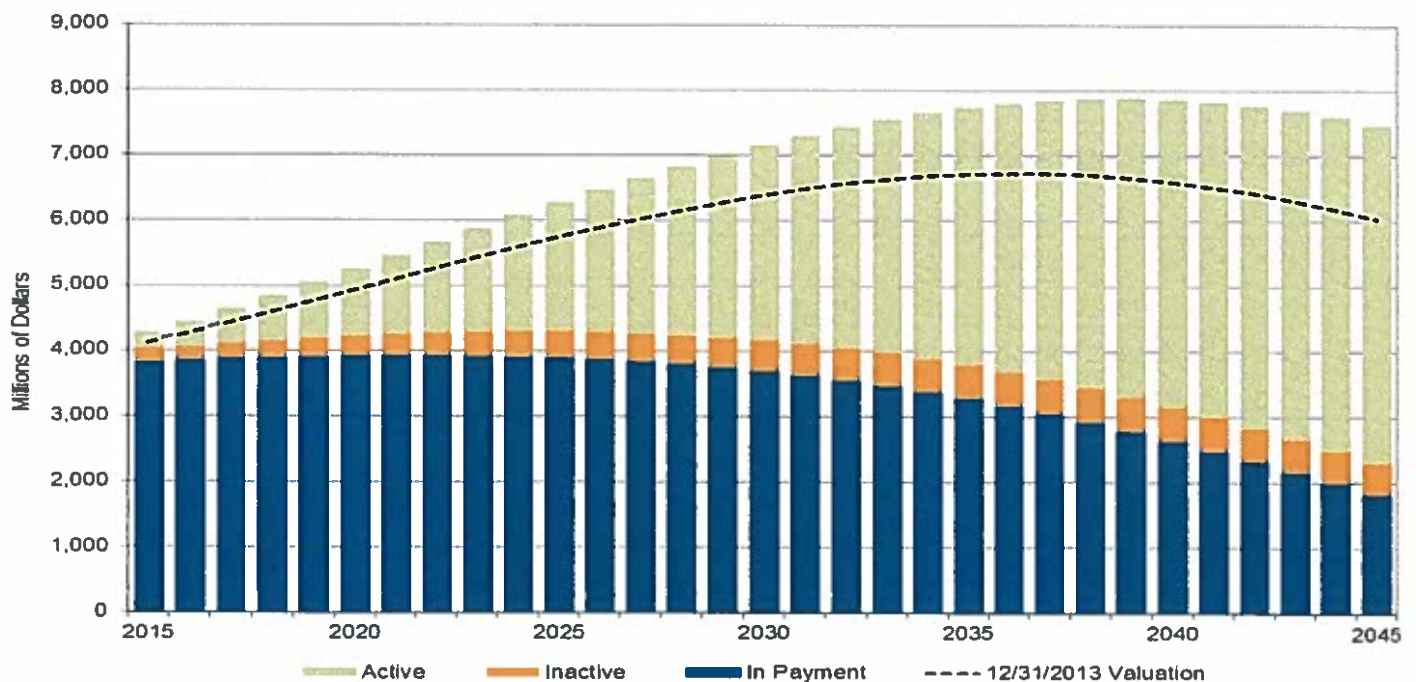
Set by:  
PERS Board

Managed by:  
Oregon Investment Council

## Where does the money to pay for benefits come from? (1970-2014)



## What are PERS' projected estimated benefit payments?



## What are the projected\* 2017-19 system wide employer payroll and contribution rate increases?

(\$ millions)	Projected 2015-17 Payroll*	(A) Projected 2015-17 Contribution	Projected 2017-19 Payroll**	(B) Projected 2017-19 Contribution	(B) - (A) Projected Contribution Increase
State Agencies	\$5,580	\$575	\$5,980	\$800	\$225
School Districts	\$5,950	\$560	\$6,370	\$850	\$290
All Others	\$7,350	\$870	\$7,870	\$1,155	\$285
<b>Total</b>	<b>\$18,880</b>	<b>\$2,005</b>	<b>\$20,220</b>	<b>\$2,805</b>	<b>\$800</b>

\* Projections do not reflect effects of actual 2015 investment returns.

\*\* Assumes payroll growth at 3.5% annually based on December 31, 2014 active member census, reflecting proportional payroll composition (Tier One/Tier Two vs. OPSRP) as of December 31, 2014.

## Funded status and unfunded actuarial liability (UAL)

(\$ billions)	System wide		As of 12/31/14	
	12/31/13	12/31/14	SLGRP*	School Districts
Actuarial liability	\$62.6	\$73.5	\$37.2	\$27.1
Assets (excluding side accounts)	\$54.1	\$55.5	\$28.5	\$20.3
UAL (excluding side accounts)	\$8.5	\$18.0	\$8.7	\$6.8
Funded status (excluding side accounts)	86%	76%	77%	75%
Side account assets	\$5.9	\$5.9	\$2.7	\$3.1
UAL (including side accounts)	\$2.6	\$12.1	\$6.0	\$3.7
Funded status (including side accounts)	96%	84%	84%	86%

\* State and Local Government Rate Pool

Sources of 2014 UAL increase	UAL Increase (\$ billions)
Expected UAL increase/(decrease) during 2014	\$0.2
2014 investment performance below assumption	\$0.2
Moro adjustment to projected benefits	\$5.1
Decrease in assumed rate of return to 7.5%	\$1.7
Update to mortality assumption	\$1.8
All other assumption changes and actual experience	\$0.5
<b>Total</b>	<b>\$9.5</b>

## What is the employer contribution rate setting cycle?

Actuarial valuations are conducted annually, but alternate between “advisory” and “rate setting” valuations: e.g., the December 31, 2014, valuation results project what employer rates might become, and the December 31, 2015, valuation will be used to set actual rates. Once employer rates are adopted by the PERS Board (in the fall of the even-numbered year), they become effective the following July 1 of the odd-numbered year (18 months after the valuation date).

Valuation Date	Employer Contribution Rates
December 31, 2013	→ July 2015 - June 2017
December 31, 2015	→ July 2017 - June 2019
December 31, 2017	→ July 2019 - June 2021

## Problem: benefits (B) and contributions & earnings (C+E) don't align

Obligations (B)	Amount	Resources (C+E)	Amount
Retired members	\$46.4	Tier One/Two benefits in force reserve	\$23.8
Inactive members	\$4.9		
Tier One - active members	\$13.0	Tier One/Two member accounts	\$6.9
Tier Two - active members	\$6.4	Tier One/Two employer reserves	\$22.8
OPSRP - active members	\$2.8	OPSRP employer pool	\$2.0
		<b>Assets:</b>	<b>\$55.5</b>
Present value of future (PVOF) normal cost - actives	\$7.5	PVOF normal cost - actives	\$7.5
		PVOF unfunded actuarial liability contributions	\$18.0
<b>Total obligations:</b>	<b>\$81.0</b>	<b>Total resources:</b>	<b>\$81.0</b>

## Economic Benefit of PERS

Oregon PERS paid approximately \$3.3 billion\* in benefits to PERS retired members living in Oregon in 2014. Funding for these benefits came mostly from investment earnings on contributions previously paid by members and public employers.

- The \$3.3 billion in annual benefit payments multiply to \$3.9 billion in economic value to Oregon when the full financial impact of these dollars spent in local communities is considered.
- These benefit payments sustain an estimated 36,000 Oregon jobs, and add approximately \$1.1 billion\*\* in wages to Oregon's economy.
- Additionally, the state of Oregon collected an estimated \$171.7 million in income taxes on PERS retired member benefits during 2014.

\* Additional benefit payments from the Individual Account Program (IAP) were not used in this study.

\*\* The \$1.1 billion in wages is included as a component of the \$3.9 billion in economic activity.

**Public Employees Retirement System**  
11410 SW 68th Parkway  
Tigard, Oregon 97223

Contact your PERS representative directly or call the general employer line: 888-320-7377  
Employer website: <http://www.oregon.gov/pers/EMP/pages/index.aspx>

# Executive Summary

Milliman has prepared this report for Corvallis School District #509J to:

- Provide summary December 31, 2014 valuation results for the Tier 1/Tier 2 School District Pool, Oregon Public Service Retirement Plan (OPSRP), and the Retiree Health Insurance Account (RHIA),
- Provide advisory information calculated as of December 31, 2014 on estimated employer-specific contribution rates effective July 1, 2017 through June 30, 2019,
- Provide employer-specific information on side accounts as of December 31, 2014, and
- Provide reporting and disclosure information for financial statements for governmental agencies and pursuant to GASB Statement Number 45. GASB 68 information will be provided separately by PERS and is not included in this report.

This report summarizes the valuation results for the School District Pool, OPSRP, and RHIA. The full development of these results can be found in the December 31, 2014 system-wide actuarial valuation report. This report develops advisory employer-specific side account rates and applies the results from the system-wide valuation to Corvallis School District #509J.

## Employer Contribution Rates

The following table summarizes the employer contribution rates calculated as of December 31, 2014 for each type of payroll. There are separate normal cost rates for each of the payrolls based on the benefit structure supported by that payroll. The other rates apply to all payrolls regardless of the benefit structure to which they are attributed.

### **Advisory 2017 - 2019 Employer Rates Calculated as of December 31, 2014 for Corvallis School District #509J**

	Payroll		
	Tier 1/Tier 2	General Service	Police & Fire
<b>Pension</b>			
Normal cost rate	13.72%	8.10%	12.90%
Tier 1/Tier 2 UAL rate <sup>1</sup>	11.71%	11.71%	11.71%
OPSRP UAL rate	1.01%	1.01%	1.01%
Side account rate relief <sup>2</sup>	(12.85%)	(12.85%)	(12.85%)
<b>Net pension contribution rate</b>	<b>13.59%</b>	<b>7.97%</b>	<b>12.77%</b>
<b>Retiree Healthcare</b>			
Normal cost rate	0.07%	0.00%	0.00%
UAL rate	0.43%	0.43%	0.43%
<b>Net retiree healthcare rate</b>	<b>0.50%</b>	<b>0.43%</b>	<b>0.43%</b>
<b>Total net employer contribution rate</b>	<b>14.09%</b>	<b>8.40%</b>	<b>13.20%</b>

In this report, the payroll of Tier 1 and Tier 2 members is referred to as Tier 1/Tier 2 valuation payroll. Combined valuation payroll refers to the payroll for Tier 1/Tier 2 members, OPSRP general service members and OPSRP police and fire members.

<sup>1</sup> Includes Multnomah Fire District #10 rate.

<sup>2</sup> The side account rate relief shown may be reduced for each individual payroll such that the net pension contribution rate for that payroll does not go below 0.00%.

# Executive Summary

## Employer Contribution Rates (continued)

### *Range of Potential Tier 1/Tier 2 Employer Pension Contribution Rates for the July 2017 to June 2019 Biennium*

The rate collar limits changes in contribution rates for the rate pool, but does not limit changes in rates for individual employers related to side accounts. The table below shows the possible minimum and maximum rates for the School District Pool first effective as of July 1, 2017, which will depend on the funded status as of December 31, 2015. If the Pool's funded status excluding side accounts is less than 60 percent or greater than 140 percent, the rate collar doubles in size. If the Pool's funded status excluding side accounts is between 60 and 70 percent or between 130 and 140 percent, the size of the rate collar is increased on a graded scale. The rates shown are before any adjustment for side account rate offsets.

For comparison, the Pool's funded status as of December 31, 2014 is 75%.

<b>Funded Status as of December 31, 2015</b>	<b>70% to 130%</b>	<b>Under 60% or Over 140%</b>
2015-2017 Normal Cost + Tier 1/Tier 2 UAL Rate	21.19%	21.19%
Minimum 2017-2019 Rate	16.95%	12.71%
Maximum 2017-2019 Rate	25.43%	29.67%

For individual school districts, the School District Pool rate is adjusted for any rate relief provided by a side account rate offset.

**GENERAL FUND FORECAST**

**Summary Forecast**

2/22/2016

IMPACT ON OPERATIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total Revenues (Actual or Projected)</b> (1)	\$ 49,513,809	\$ 54,335,608	\$ 59,337,906	\$ 62,165,443	\$ 65,049,760	\$ 67,675,457	\$ 69,317,460
<b>Budgeted Operating Expenditures</b> (2)	\$ 51,767,201	\$ 54,261,558	\$ 58,045,597	\$ 61,455,929	\$ 64,862,727	\$ 68,939,823	\$ 71,283,800
<i>Actual or Projected Underspending</i> (3)	(633,437)	(297,828)	(94,048)	(614,559)	(648,627)	(689,398)	(712,838)
<b>Total Expenditures (Actual or Projected)</b>	\$ 51,133,764	\$ 53,963,730	\$ 57,951,549	\$ 60,841,370	\$ 64,214,099	\$ 68,250,425	\$ 70,570,962
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	\$ (1,619,955)	\$ 371,878	\$ 1,386,358	\$ 1,324,073	\$ 835,660	\$ (574,968)	\$ (1,253,501)
<b>Use of Transfers to (from) Reserves to Balance</b> (4)							
Transfer to (from) Contingency Reserve	\$ 43,898	\$ 92,192	\$ 143,967	\$ (2,021)	\$ 72,108	\$ 65,642	\$ 41,050
Transfer to (from) Rainy Day Reserve	(1,541,794)	205,003	1,904,864	(4,042)	144,216	131,285	82,100
Transfer to (from) Unappropriated Reserve	(122,059)	74,683	(662,473)	1,330,136	619,337	(771,895)	(1,376,651)
<b>Total Transfers to (from) Reserves</b>	\$ (1,619,955)	\$ 371,878	\$ 1,386,358	\$ 1,324,073	\$ 835,660	\$ (574,968)	\$ (1,253,501)
<b>Annual Deficit Assuming Use of Reserves</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Corrective Action Required</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>RESERVES</b> (5)							
<b>Beginning Balance - Contingency Reserve</b>	\$ 1,276,100	\$ 1,319,998	\$ 1,412,190	\$ 1,556,157	\$ 1,554,136	\$ 1,626,244	\$ 1,691,886
Transfer to (from) Reserve	43,898	92,192	143,967	(2,021)	72,108	65,642	41,050
<b>Ending Balance - Contingency Reserve</b>	\$ 1,319,998	\$ 1,412,190	\$ 1,556,157	\$ 1,554,136	\$ 1,626,244	\$ 1,691,886	\$ 1,732,937
<b>% of Total Revenues</b>	2.7%	2.6%	2.6%	2.5%	2.5%	2.5%	2.5%
<b>Beginning Balance - Rainy Day Reserve</b>	\$ 2,544,241	\$ 1,002,447	\$ 1,207,450	\$ 3,112,314	\$ 3,108,272	\$ 3,252,488	\$ 3,383,773
Transfer to (from) Reserve	(1,541,794)	205,003	1,904,864	(4,042)	144,216	131,285	82,100
<b>Ending Balance - Rainy Day Reserve</b>	\$ 1,002,447	\$ 1,207,450	\$ 3,112,314	\$ 3,108,272	\$ 3,252,488	\$ 3,383,773	\$ 3,465,873
<b>% of Total Revenues</b>	2.0%	2.2%	5.2%	5.0%	5.0%	5.0%	5.0%
<b>Beginning Balance - Unappropriated Reserve</b>	\$ 4,429,570	\$ 4,307,511	\$ 4,382,194	\$ 3,719,720	\$ 5,049,856	\$ 5,669,193	\$ 4,897,297
Transfer to (from) Reserve	(122,059)	74,683	(662,473)	1,330,136	619,337	(771,895)	(1,376,651)
<b>Ending Balance - Unappropriated Reserve</b>	\$ 4,307,511	\$ 4,382,194	\$ 3,719,720	\$ 5,049,856	\$ 5,669,193	\$ 4,897,297	\$ 3,520,646
<b>% of Total Revenues</b>	8.7%	8.1%	6.3%	8.1%	8.7%	7.2%	5.1%
<b>TOTAL RESERVES</b>	\$ 6,629,956	\$ 7,001,834	\$ 8,388,191	\$ 9,712,265	\$ 10,547,925	\$ 9,972,957	\$ 8,719,456
	13.4%	12.9%	14.1%	15.6%	16.2%	14.7%	12.6%
<b>% Change in Revenues</b>	-4.7%	8.9%	8.4%	4.5%	4.4%	3.9%	2.4%
<b>% Change in Expenditures</b>	-5.2%	5.2%	6.9%	4.7%	5.3%	5.9%	3.3%

## GENERAL FUND FORECAST

Summary Forecast  
2/22/2016

*The 2015-2016 fiscal year represents the baseline in the forecast. The appropriation level is equal to the adopted budget plus supplemental budget items and other known adjustments. Revenues for 2015-2016 have also been adjusted based on the most recent estimate of state school funding. The three year period from 2016-2017 to 2018-2019 is referred to as the forecast period, and the key assumptions below provide insight into the significant assumptions driving each year's forecast.*

### (1) Total Revenues (Projected)

- State funding in the 2015-2017 biennium is based on the legislatively adopted \$7.376 billion K-12 budget signed by Governor Brown, with 49.2% distributed in 2015-2016 and 50.8% distributed in 2016-2017. State funding in the 2017-2019 biennium is based on a projected **\$8.0 billion** K-12 budget, distributed 49% in 2017-2018 and 51% in 2018-2019.
- An increase in enrollment (ADMr) beginning in 2015-2016 is reflective of full-day kindergarten funding and increased participation in the Running Start program; Enrollment is projected to increase again in 2016-2017, level out in 2017-2018 and then decrease in 2018-2019. Net change in enrollment during the forecast period is (25) students. **Staffing levels increase or decrease to track changes in enrollment throughout the forecast period.**
- Property tax collections assume that assessed values will increase annually by 2.25%, and that compression losses will remain the same (about 1% of levy for permanent rate and 50% of levy for local option rate). Tax collection rates are projected to be 95% throughout the forecast period.

### (2) Budgeted Operating Expenditures

- In 2016-2017, total employee compensation is forecasted to increase by about 5% as a result of step increases, cost of living adjustments, and an increase in FTE. In 2017-2018, compensation costs are forecast to grow by another 7% followed by a 3.5% increase in 2018-2019. PERS rates will remain flat in 2016-2017 but are projected to increase by 6.5% in 2017-2019. Salaries and benefits may change as a result of negotiations with employee groups. **In all years of the forecast period, total employee compensation represents no more than 83% of total operating expenditures.**
- Non-compensation expenditures are forecasted to increase annually by 2.5%, with an additional increase of 625,000 in 2016-2017 to recognize the depletion of facility grant funds (used for technology purchases and facility repairs and maintenance) and an additional investment in instructional technology.

(3) The forecast assumes that a portion of budgeted expenditures will not be spent in any given year; calculated as 1% of operating expenditures throughout the forecast period.

(4) In 2015-2016 and 2016-2017, the General Fund is projected to operate at a surplus and the use of reserves to offset operating deficits is not required. In 2017-2018 and 2018-2019 the use of unappropriated reserves are used to offset projected operating deficits.

(5) General Fund reserves, as a percentage of operating revenues, **meet or exceed board policy** (2.5% for operating contingency, 5% for rainy day reserve, and 5% for unappropriated ending fund balance) throughout the forecast period.



**Corvallis**  
SCHOOL DISTRICT

IV. EQUITY TRANSFORMATION PLAN

# Equity Action Plan

2015-2020



**Corvallis**

SCHOOL DISTRICT

# Vision

**The Corvallis School District is committed to equitable access to an inclusive and rigorous learning experience and outcome that honors each student's race, culture, socioeconomic status, language, ability, gender and sexual orientation, resulting in engaged citizens and leaders of the future.**

# Core Beliefs

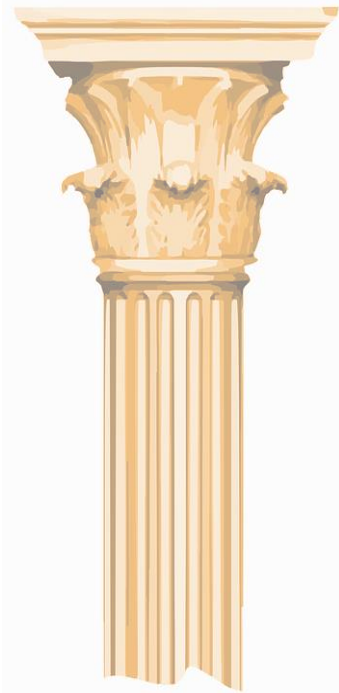
## **The Corvallis School District Believes:**

- **We must engage in courageous conversations to address inequities that persist in our educational system, including inclusive and equitable access.**
- **Everyone brings intrinsic value and benefits when individuals are acknowledged, understood, and treated respectfully and equitably.**
- **Better decisions emerge when diverse perspectives are intentionally included in a collaborative process.**
- **Trust is essential to strengthening relationships and to achieving our mission.**

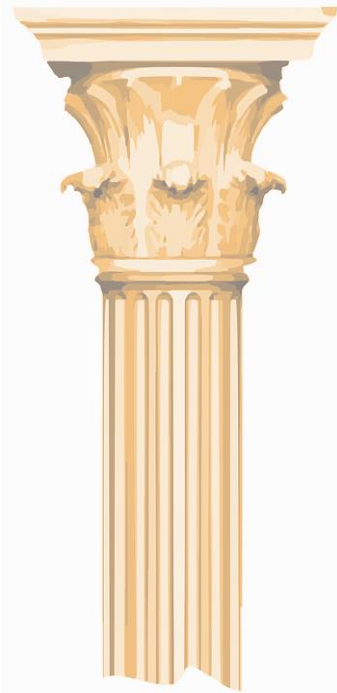
# Equity Transformation Plan

## The Four “Pillars”

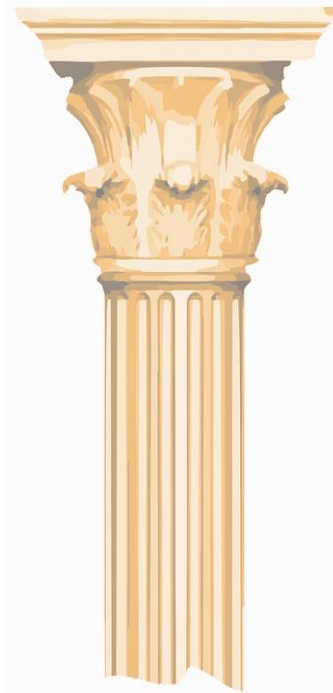
**Students at  
the Center**



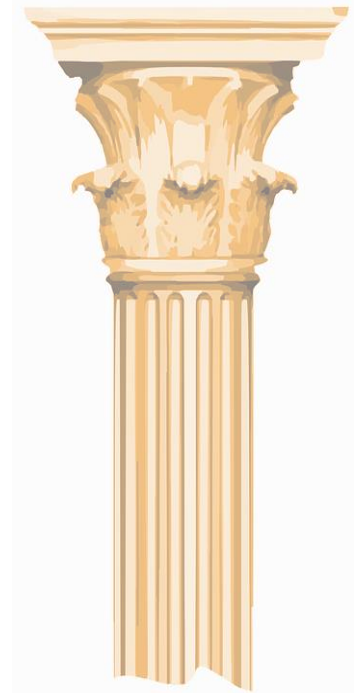
**Equity  
Leadership  
Development**



**Culturally  
Relevant Teaching  
& Learning  
Practices**



**Family/  
Community  
Engagement &  
Empowerment**

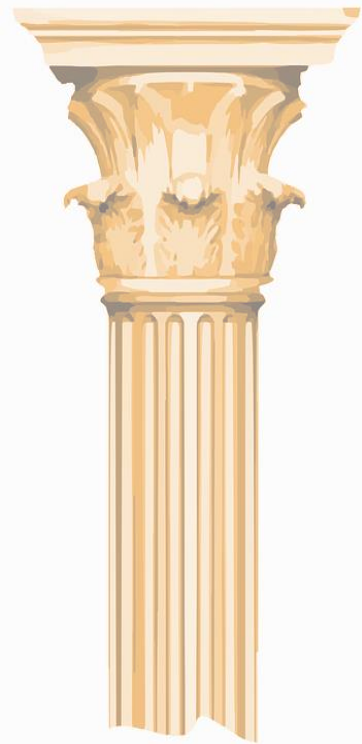


# Students At the Center

*We will align strategic priorities, resources, and staffing allocations with the commitment of students at the center to achieve equitable outcomes.*

## Actions for 2015-17

### Students at the Center



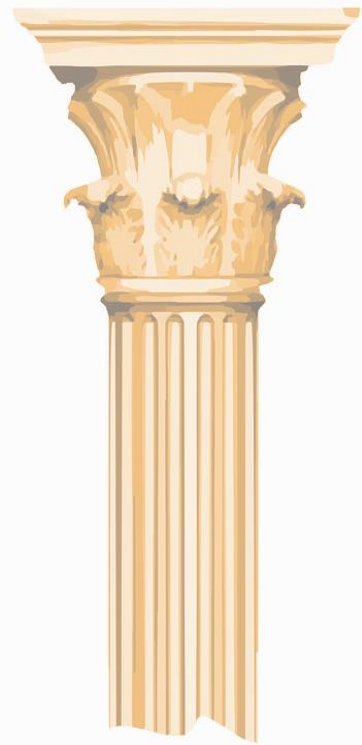
- Students from all groups will participate on school & district equity teams and develop equity action plans
- **Elimination of supply fees that are charged families that should be provided \$150,000**
- Add new equity perspectives elective course for secondary **\$25,000**
- **Expand AVID one grade at CV and one grade level at each middle school \$125,000**
- **Increase Pre-K programs from 1 to 3 (grant funded)**
- Expand alternative pathways to include 2 additional options \$\$
- Add extracurricular offerings at both middle schools \$\$

# Students At the Center

*We will align strategic priorities, resources, and staffing allocations with the commitment of students at the center to achieve equitable outcomes.*

## 3-5 Year Actions

### Students at the Center



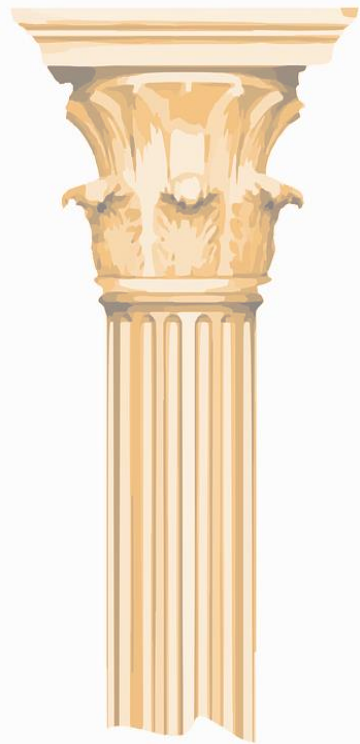
- Students from all groups will actively participate in student leadership groups
- **Students from all groups will actively participate in at least one extracurricular activity in high school \$\$**
- Additional AP and honors courses that reflect all student groups and students are successful \$\$
- **Elimination of extracurricular/athletic fees \$200,000**
- **Digital/personalized learning leveraged: Future Ready Classrooms K-12 \$1M**

# Equity Leadership Development

*We will leverage and support the leadership talents of our staff and the assets of our system to achieve our mission and priorities.*

## Actions for 2015-17

### Equity Leadership Development

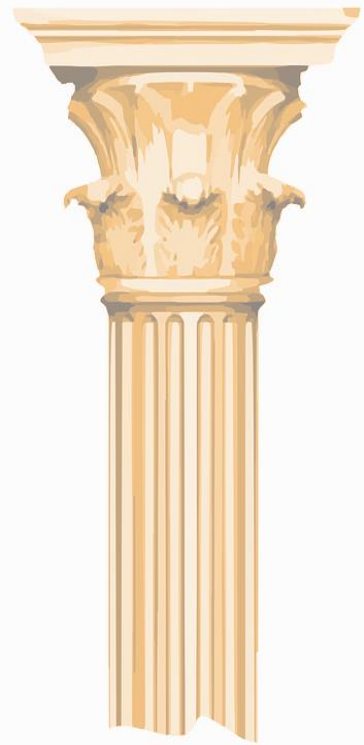


- Equity Teams will engage in professional development with principals **\$45,000**
- **Equity Teams will develop school equity plans**
- Beyond Diversity trainings offered to all staff and community members annually with cost sharing **\$30,000**
- **Provide equity walk-throughs with consultant to recommend next steps for inclusive and equitable practice \$45,000**
- **Instructional coaches to support inclusive and equitable practice. \$180,000-\$360,000**
- **School budget and staffing will reflect equity priorities**
- Long range facility planning with equity lens
- Review equity beliefs and priorities with Board and support Board with protocol and strategies leadership team is using
- **School Board adopts equity policy by July 2016**

# Equity Leadership Development

*We will leverage and support the leadership talents of our staff and the assets of our system to achieve our mission and priorities.*

## Equity Leadership Development



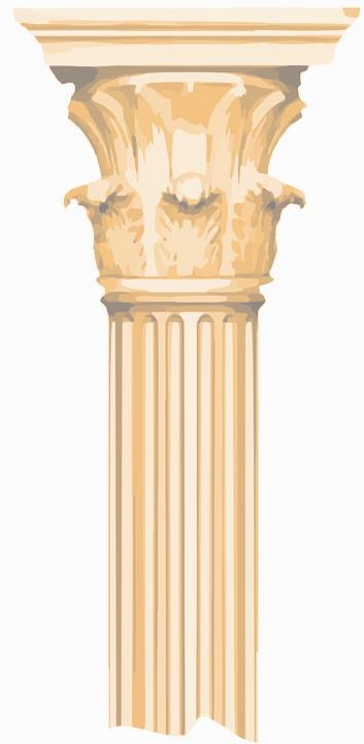
### 3-5 Year Actions

- **Continued Equity Leadership Development will be provided \$80,000**
- **Train the trainers model to build capacity for professional development within our organization \$15,000**
- **Develop and implement recruitment and retention plan (grow your own) with students, classified and teacher leaders \$30,000**

# Culturally Relevant Teaching & Learning Practices

*We will implement culturally relevant teaching and learning practices to achieve our mission of an inclusive and rigorous learning environment for all students.*

## Culturally Relevant Teaching & Learning Practices



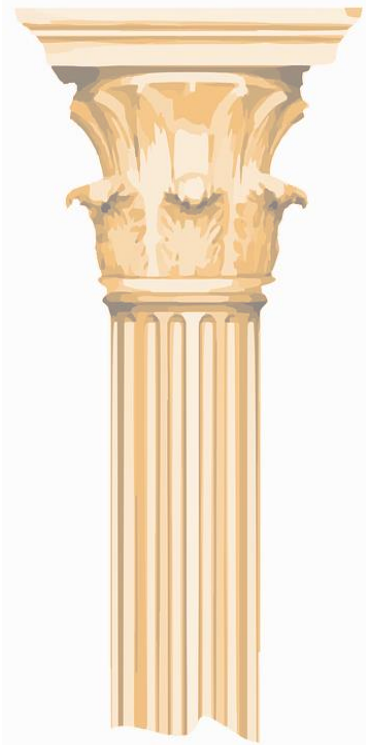
### Actions for 2015-17

- Action research and cycles of inquiry using ongoing student data analysis is practiced and shared through PLCs
- Instructional Rounds at each school implemented to allow peer observation **\$50,000**
- **Digital/personalized learning leveraged: Future Ready Classrooms K-12 includes projectors, interactive whiteboards, document cameras \$45,000**
- **Professional development focuses on culturally relevant teaching practices by deepening the understanding and use of protocols and strategies around courageous conversations \$45,000/year**

# Culturally Relevant Teaching & Learning Practices

*We will implement culturally relevant teaching and learning practices to achieve our mission of an inclusive and rigorous learning environment for all students.*

## Culturally Relevant Teaching & Learning Practices



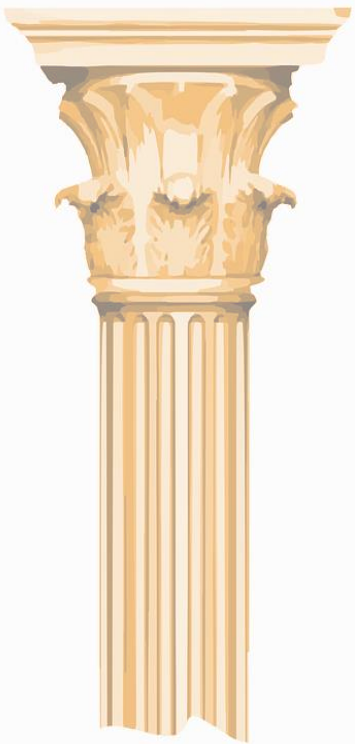
### 3-5 Year Actions

- **Mathematics professional development around inclusive and equitable practices. \$30,000**
- **Co-teaching model implemented to support inclusive and equitable practice, particularly in the areas of SPED and ELL \$\$**

# Family/Community Engagement & Empowerment

*We will engage families and community as partners to inform our work towards achieving our mission and core beliefs.*

## Family/ Community Engagement & Empowerment



### Actions for 2015-17

- District and school equity teams will be developed by June 2016
- **Pre-K parent engagement will increase with Pre-K expansion (grant funded)**
- **Internet for all families \$45,000**
- **Family nights will be hosted to provide feedback and learning together (FAFSA, focus groups, technology) \$5,000**
- **Health Navigators will be located at the DLI schools. Sustainable funding source will be located \$230,000**
- District equity team members will develop ongoing relationships with marginalized parents and families to provide input
- Superintendent meets regularly with OSU and LBCC Presidents, the Mayor and City Manager to discuss and implement ways to enhance equity within the community

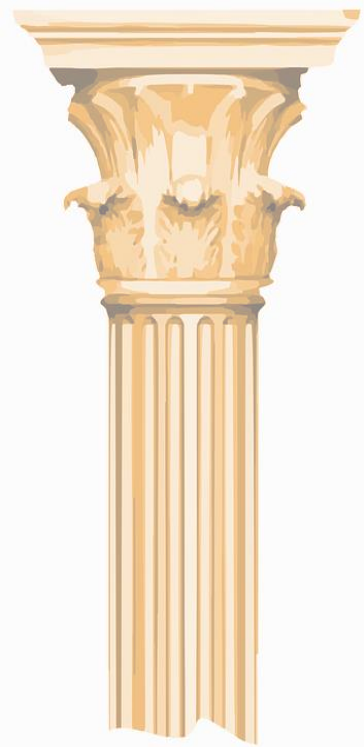
# Family/Community Engagement & Empowerment

*We will engage families and community as partners to inform our work towards achieving our mission and core beliefs.*

## Family/ Community Engagement & Empowerment

### 3-5 Year Actions

- **Home to School Connection program will be implemented at the elementary level \$15,000**
- **Multiple advisory/support groups established to match demographics of district**
- **Community partners host equity events and trainings annually \$\$**



# Questions/Feedback



# Corvallis

SCHOOL DISTRICT

## V. ADJOURNMENT

\*All times are approximate.

*Note: The Chair of the Board may alter the order of business as they deem proper and necessary.*



# Corvallis

## SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us).

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto:schoolboard@corvallis.k12.or.us) and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us).

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

<b>EXECUTIVE STAFF MEMBERS</b>	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841