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**Demographic Analysis
and
Enrollment Projections
for the
Austin Independent School District**

2010-2011 Update

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I. Introduction

Harner and Associates is in a one year extension of a five year contract with the Austin Independent School District (AISD) to provide demographic consulting services to assist the district in the implementation of its current bond program. Every year, an annual update of demographic research is presented to the district. This year we have added a new section called Regional Setting that is designed to provide information relating AISD to its neighboring school districts in central Texas. It also includes census data from the American Community Survey. This section is followed by the following: update of the geographical information system (GIS); district-level enrollment projections; housing trends; and attendance zone and planning area projections. The build-out analysis completed six years ago year has been updated.

II. Regional Setting

The AISD is surrounded by nine school districts as shown by Map 1. (All maps are presented behind the “Maps” tab.) Map 1 also shows the city limit for the City of Austin. Nearly all of the AISD north of the Colorado River is in the city, but in the southern part of the district, much of the area in the southwest and far south is outside the city limits. Table 1 provides data from the Texas Education Agency’s data management system (PEIMS) that provide some interesting district-level comparisons. Austin has always been the largest of the ten districts followed by Round Rock, Leander, and Pflugerville. However, over the last ten years some of the surrounding districts have experienced much greater growth, both in absolute and percentage terms. Leander ranked first in growth with growth of over 17,000, Round Rock was second with nearly 13,000, Pflugerville was third with over 8000, Hays was fourth with nearly 8000, and Austin was fifth with nearly 7000. Eanes had the least growth. The percentage growth leader was Manor, with an increase of 179 percent, followed by Leander (133 percent), and Hays (118 percent). AISD’s percentage increase was nine percent.

Table 1. Regional District Enrollment Comparisons, 1999-2000 and 2009-2010

Enrollment	Austin	Del Valle	Dripping Springs	Eanes	Hays	Lake Travis	Leander	Manor	Pflugerville	Round Rock
Total 1999-2000	77,723	6091	3090	7443	6707	3747	13,059	2484	13,458	30,086
Total 2009-2010	84,676	10,158	4331	7498	14,649	6577	30,454	6932	22,060	43,008
Change	6953	4067	1241	55	7942	2830	17,395	4443	8602	12,922
% Change	9%	67%	40%	1%	118%	76%	133%	179%	64%	43%
AI 1999-2000	199	41	20	22	18	13	68	5	87	94
AI 2009-2010	222	28	22	30	43	23	175	14	68	167
Change	23	-13	2	8	25	10	107	9	-19	73
% Change	12%	-32%	10%	36%	139%	77%	157%	180%	-22%	78%
API 1999-2000	1946	69	15	395	24	36	262	11	932	1874
API 2009-2010	3086	81	85	803	116	276	1679	162	2004	5028
Change	1140	12	70	408	92	240	1417	151	1072	3154
% Change	59%	17%	467%	103%	383%	667%	541%	1373%	115%	168%
AA 1999-2000	12,945	881	23	35	182	30	404	51	2247	2257
AA 2009-2010	9597	1210	47	78	636	100	1589	1799	4907	4591
Change	-3348	329	24	43	454	70	1185	1283	2660	2334
% Change	-26%	37%	104%	123%	249%	233%	293%	252%	118%	103%
HI 1999-2000	35,585	3707	287	349	3145	412	1810	1054	3097	5048
HI 2009-2010	49,905	8121	629	575	8431	1104	6323	4099	8590	11,302
Change	14,320	4420	342	226	5286	692	4513	3042	5493	6254
% Change	40%	119%	119%	65%	168%	168%	249%	289%	177%	124%
Wh 1999-2000	27,048	1395	2745	6642	3338	3256	10,515	903	7095	20,813
Wh 2009-2010	21,866	712	3548	6012	5423	5074	20,688	861	6491	21,920
Change	-5182	-683	803	-630	2085	1818	10,173	-42	-604	1107
% Change	-19%	-49%	29%	-9%	62%	56%	97%	-5%	-9%	5%
FRL 1999-2000	36,340	3863	302	147	2278	368	2292	1314	3669	4392
FRL 2009-2010	53,644	8589	570	191	7123	935	6865	5453	10,802	12,155
Change	17,304	4723	268	44	4845	567	4573	4139	7133	7763
% Change	48%	122%	89%	30%	213%	154%	200%	315%	194%	177%
LEP 1999-2000	13,053	986	40	88	452	155	347	347	808	1125
LEP 2009-2010	24,590	3506	147	133	2038	349	1503	2119	3849	3550
Change	11,537	2520	107	45	1586	194	1156	1772	3041	2425
% Change	88%	256%	268%	51%	351%	125%	333%	511%	376%	216%

AI = Native American
 API = Asian/Pacific Islander
 AA = African American
 HI = Hispanic
 Wh = White
 FRL = Free or Reduced Lunch
 LEP = Limited English Proficiency

Table 1 details the change in race/ethnicity over the decade. Several observation stand-out: 1) Austin experienced large declines in both African-American (-3348) and white (-5182) enrollment and a large increase in Hispanic (+14,320) enrollment. No other district lost African-American enrollment, but all other districts grew in Hispanic enrollment. White enrollment declined in several other districts (Del Valle, Eanes, and Manor), but grew in all others with Leander experiencing the largest increase (over 10,000). All districts grew in Asian/Pacific Islander enrollment with Round Rock growing the most (over 3000). Students in the school lunch program (FRL) increased most in Austin (over 17,000), followed by Round Rock and Pflugerville with increases of over 7000. However, Austin's FRL enrollment (63%) was exceeded in percentage by both Del Valle (85%) and Manor (79%). Austin also had the largest increase in "English Language Learner" (ELL) enrollment (over 11,000) followed by Pflugerville (3000) and Del Valle (over 2000) and Round Rock (over 2000). As with FRL enrollment, Austin's ELL enrollment (29%) was exceeded by Del Valle (35%) and Manor (31%).

Another source of data for the AISD is the Census Bureau. The Census of Population and Housing has been conducted in 2010 and some data from it will become available in 2011. When the AISD adjusts its single member districts, it will use data from this census. However, the Bureau of the Census has been conducting surveys throughout the last decade and providing data on an annual basis for any geographical entity with more than 65,000 people. The results of these surveys are available approximately one year after completion in the American Community Survey, which can be easily accessed online.

It is important to understand that the ACS is done in addition to the decennial enumeration. The decennial enumeration is not a sample; it is a count of all people and its foremost use is in political reapportionment. The ACS replaces the census long form which was a sample of approximately one in six housing

Table 2. Recent Demographic Trends, Austin ISD

	Annual Survey Results				State of Texas
	2006	2007	2008	2009	2009
Total population	594,616	620,376	641,308	644,343	24,782,302
In households	579,333	605,692	617,972	623,343	24,190,530
Family households	51.1%	52.0%	53.5%	53.3%	69.8%
Nonfamily households	48.9%	48.0%	46.5%	46.7%	30.2%
In group quarters	15,283	14,684	23,336	21,000	591,772
Average household size	2.38	2.37	2.38	2.41	2.84
Average family size	3.25	3.18	3.13	3.16	3.43
Race/ethnicity					
Hispanic	37.6%	36.8%	37.1%	36.4%	36.9%
Not Hispanic White	48.8%	49.4%	49.4%	50.2%	46.6%
Not Hispanic Black	7.8%	7.6%	7.9%	7.7%	11.2%
Not Hispanic Am. Ind.	0.2%	0.4%	0.1%	0.2%	0.3%
Not Hispanic Asian/Pac. Isl.	4.1%	4.2%	3.8%	3.9%	3.6%
Not Hispanic Other	1.5%	1.6%	1.7%	1.6%	1.4%
Age of population					
0-4	8.2%	8.1%	8.1%	7.7%	8.3%
5-17	15.2%	14.7%	15.3%	13.9%	19.5%
18-64	68.3%	68.0%	68.3%	71.3%	62.0%
65+	7.3%	7.2%	7.1%	7.1%	10.2%
Births in last 12 months	8761	12,474	9291	10,255	418,913
Births per 1000	15	20	14	16	17
School enrollment (Pk-12)	101,986	99,863	105,424	99,388	5,319,317
Public	56.8%	61.0%	64.7%	51.9%	62.0%
Private	43.2%	39.0%	35.3%	48.1%	38.0%
Kindergarten					
Public	90.5%	87.5%	93.3%	94.1%	90.8%
Private	9.5%	12.5%	6.7%	5.9%	9.2%
1-8					
Public	58,154	55,494	61,668	54,300	3,005,108
Private	89.7%	90.9%	92.5%	90.9%	93.4%
Private	10.3%	9.1%	7.5%	9.1%	6.6%
9-12					
Public	25,504	26,425	26,394	23,918	1,429,271
Private	9.0%	7.5%	5.5%	9.2%	6.0%
Residence 1 year ago					
Same house	85,419	87,264	83,101	83,534	24,383,607
Different house in the U.S.	72.4%	74.8%	73.8%	74.4%	81.9%
Same county	25.9%	24.0%	24.8%	24.6%	17.4%
Different county	17.1%	16.3%	16.3%	17.1%	11.2%
Same state	7.4%	7.7%	8.6%	7.4%	6.2%
Different state	4.6%	5.2%	5.3%	4.6%	4.2%
Abroad	2.8%	2.5%	3.3%	2.8%	2.1%
Place of birth					
Native	594,616	620,376	641,308	644,343	24,782,302
Born in the U.S.	78.3%	80.4%	78.9%	78.7%	82.7%
Texas	54.2%	54.0%	53.2%	53.0%	60.7%
Other state	24.2%	26.4%	25.7%	25.6%	22.0%
Abroad to citizens	1.2%	1.3%	1.3%	1.6%	1.2%
Foreign born	20.4%	18.3%	19.8%	19.7%	16.1%
Language at home					
English only	64.8%	64.8%	64.5%	67.0%	65.8%
Not English	35.2%	35.2%	35.5%	33.0%	34.2%
Unemployed	6.5%	5.0%	4.9%	7.4%	8.2%
Median household income	\$47,848	\$48,420	\$50,455	\$48,908	\$48,259
Mean household income	\$68,909	\$70,694	\$73,354	\$68,608	\$67,134
Vacant housing	10.2%	7.8%	8.4%	8.3%	10.7%
Year house built					
2005 or later	2.6%	3.1%	5.0%	6.9%	7.9%
Owner occupied	45.6%	47.3%	46.5%	48.7%	63.7%
Renter occupied	54.4%	52.7%	53.5%	51.3%	36.3%
Median house value	\$182,400	\$201,600	\$212,600	\$220,800	\$125,800
Median monthly rent	\$825	\$841	\$880	\$874	\$788

Source: American Community Survey, U. S. Census Bureau

units. The ACS surveys approximately three million addresses every year. This sample size is only 2.5 percent of the total population each year. This is a very small sample and it makes the statistics derived from it very susceptible to sampling error.

The ACS is very comprehensive in the type of information it obtains. Generally, the survey asks questions about age, race and ethnicity, family structure, education, employment, and housing. Probably the biggest problem with census data in the past is the fact that it was only available every ten years. The ACS corrects this problem with annual releases of its survey estimates. As previously discussed, the major problem with the ACS is the sampling error that is unavoidable in small samples. Table 2 presents summary data for AISD for 2006 through 2009 compared to Texas in 2009. Listed below are some key observations for AISD from the ACS:

- Total population grew from 594,000 in 2006 to 644,000 in 2009.
- Average household size of 2.41 is relatively low.
- Hispanic population is 36.4 percent of the total.
- White population is 50.2 percent of the total.
- African-American population is nearly eight percent of the total.
- The age structure is unusual because of college students.
- The 18 to 64 group is unusually large and the over 65 group is small.
- Fertility is average.
- Private school enrollment is high in primary and secondary grades.
- Mobility is above the state average.
- Foreign born population is above the state average.
- English is not the first language for 35 percent of the population.
- Income is close to statewide averages.
- Housing growth is relatively low.
- Home ownership is relatively low.
- Housing values are relatively high.

Census counts by blocks will be available in March of 2011. Those data (often referred to as the PL 94-171 file) will be based upon the 100 percent enumeration of the population and will be used to adjust political boundaries such as congressional districts and school district single member districts. Detailed

data for other small areas within the district such as census tracts will be available later in 2011. Those data will be very detailed but they will have the same problem with sampling errors.

III. Geographical Information System (GIS) Update

A GIS is a computer system that provides a way to examine spatial distributions of students and other data such as building permits, land use, and housing information. It can have “layers” of information such as streets, creeks, lakes, railroads, school locations, and attendance zones. Simply put, it is a computerized street map with database management capabilities.

AISD has used a program called ArcView and all work continues to be done with that tool. ArcView is the standard program used in the public sector for GIS analysis. The first task in this work element was to incorporate the latest data from the City of Austin and the Travis Central Appraisal District. Particularly important are the new streets and land parcels. Map 2 shows the base map for the AISD with all the regular program campuses.

It is common in school district planning to develop a set of geographical units called “planning areas” for the collection of data. Map 3 shows the 563 planning areas that are being used at this time. These planning areas are often changed every time there is an adjustment of attendance zones. The number has not increased from 563 used last year but there have been small changes in the actual boundaries. As in the past, these planning areas can be revised to accommodate future change. These planning areas can be combined to form the current attendance zones for all schools and the 149 “assignment areas” used by the Office of Student Services to determine student tracking by location. Map 3 shows these planning area and assignment area boundaries as well as the elementary, middle school, and high school boundaries.

Next, the fall 2010 student file was “geocoded”. This simply means that each student’s residence is located by longitude and latitude on the map. Map 4 shows the results of this effort for 2010. The size of the dot reflects the number of students at a unique address. There were 85,736 students enrolled in October of 2010. No students outside the district boundary are shown, but over 500 live outside the district. These students are often the children of employees. This number has consistently been between 400 and 500 for the last several years. Another 80 students do not have a street address.

Students are counted by both planning area and assignment area, by grade, and by socioeconomic characteristics. Maps 5 through 10 show the student distribution by the following variables: Asian, African-American, Hispanic, white, low income, and “English Language Learners” (ELL, formerly “Limited English Proficient”--LEP). Appendix A is a table listing the number of students in each assignment area by these socioeconomic variables. This table includes both regular program students and special education students. The same data are available by planning area if needed for attendance zone realignment.

Map 5 shows the distribution of the Asian population. High concentrations are found in a number of planning areas in far north Austin, along MoPac Expressway near Far West Boulevard, between Lamar Boulevard and Burnet Road, west of Highway 183 in northwest Austin, and along Lake Austin Boulevard in an area with “married student housing” for students at the University of Texas. There are other concentrations north of the University of Texas. There are numerous planning areas with relatively high percentages of Asian students throughout south Austin (Baldwin, Kiker, Clayton, Baranoff, Williams, Patton, and Oak Hill).

The African-American students are concentrated and predominant east of IH-35 and north of Twelfth Street and south of Highway 290 (see Map 6). Other concentrations are in far north Austin, east of MoPac Expressway, and in

southeast Austin, east of IH-35. However, African-Americans are not predominant in these areas.

The Hispanic enrollment, now the largest racial/ethnic group in the district, is very prominent in east Austin south of Twelfth Street, in north Austin, east of Burnet Road and north of the old Mueller airport; and in south Austin east of First Street and Manchaca Road (see Map 7). Most areas east of IH-35 in south Austin are predominantly Hispanic.

White enrollment (Map 8) is predominant in northwest, west, and southwest Austin in those areas where minority enrollment is low.

Low-income enrollment (those eligible for the school lunch program) as shown by Map 9 is concentrated in areas with high minority enrollment. Students classified as ELL (“English Language Learners”) are scattered throughout the district but are especially concentrated in northeast Austin and southeast Austin east of IH-35 (see Map 10). Spanish and Vietnamese are the two most common foreign languages.

With regard to these socioeconomic characteristics, the district continues to experience change. Table 3 compares the current socioeconomic statistics with those for the previous eight years. Every year, the Hispanic percentage has increased while the white and African-American percentages have declined. Actually, the total number of African-Americans and whites has been declining too. American-Indian enrollment remains very low while the Asian enrollment continues to grow every year. Low income and ELL enrollment have increased nearly every year, and these trends are likely to continue. Low income enrollment could decline whenever the local economy improves. This happened in the fall of 2007 after large increases in 2005 and 2006. Recently, the classifications used for race and ethnicity have been revised, making historical comparisons difficult. The major change was the inclusion of “2 or more races”

because in the AISD this category included 1876 students, or over two percent of the total enrollment.

Table 3. Socioeconomic Characteristics

Characteristic	School Year								
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
America-Indian	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.6%
Asian	2.7%	2.8%	2.8%	3.0%	3.1%	3.2%	3.4%	3.8%	3.3%
African-American	14.4%	13.7%	13.3%	12.7%	12.7%	12.1%	11.8%	11.3%	9.5%
Hispanic	51.6%	53.1%	54.7%	56.0%	57.0%	58.1%	58.8%	59.0%	59.7%
White	31.1%	30.2%	29.0%	28.1%	26.9%	26.4%	25.8%	25.8%	24.6%
Other*	-	-	-	-	-	-	-	-	2.9%
Low Income	53.0%	53.9%	58.0%	61.4%	62.5%	57.1%	61.4%	61.8%	63.6%
English Language Learners	19.6%	20.9%	20.7%	22.5%	22.4%	23.8%	27.8%	27.7%	28.6%

* Other was added to the categories this year. It includes "2 or more races," Hawaiian/Pacific Islander, and "to be determined."

III. District Enrollment Projections

As this report is being written in late-2010, the nation has come out of an economic recession as determined by the National Bureau of Economic Research (NBER) that started in late-2007 and ended in June of 2009. Last year we examined the relationship between recession and enrollment change, and we concluded that no adjustment to the projections was necessary to allow for the impact of the recession. That decision appears to have been justified because, as will be seen, the projections for 2010-2011 have proven to be reasonably accurate with no allowance up or down for recession.

While the recession may be over, the effects are still apparent locally, regionally, and nationally. According to the Texas Workforce Commission, the five-county Austin-Round Rock-San Marcos metropolitan area had 6.8 percent unemployment rate in October of 2010 compared to 7.9 percent for Texas and 9.2 percent nationally. Three years ago unemployment was 3.7 percent locally, 4.4 percent statewide, and 4.5 percent nationally. Obviously, the economy has a

long way to go to overcome the damage experienced in this period. We will examine the impact on housing in a later section.

District-level projections are used for general planning purposes and they also provide “control totals” for the small area projections. This simply means that the sum of projections for small areas should be close to the district level projections. Harner and Associates always uses a “cohort-survival” model to prepare these projections. This is a common approach, especially at the district level. Each grade (“cohort”) is advanced from one year to the next based upon historical trends. Table 4 shows the enrollment data for the last six years (top portion). Table 4 also shows the absolute change from one grade to the next from one year to the next (bottom portion). Included in the bottom portion are averages for the five year trend, the last three years, and the last two years. Figure 1 shows graphically the trend for the last five years.

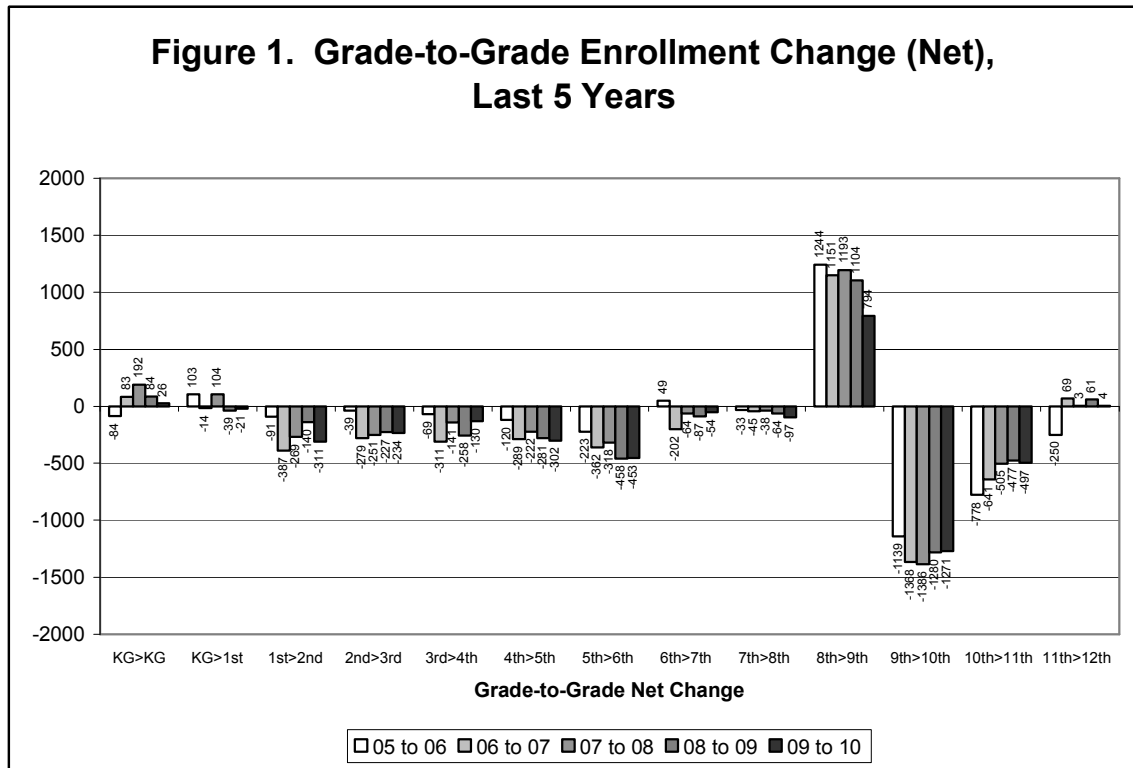


Table 4. Historic Enrollment Data as of Fall 2010

Enrollment by Year and Grade

Fall	Grade													All	EC>5	6>8	9>12		
	EC	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th					11th	12th
2005-06*	538	4389	7397	6997	6615	6207	5998	5753	5316	5429	5242	6394	5392	4412	4363	80,442	43,894	15,987	20,561
2006-07	435	4534	7313	7500	6906	6576	6138	5878	5530	5365	5396	6486	5255	4614	4162	82,088	45,280	16,291	20,517
2007-08	440	4649	7396	7298	7113	6627	6265	5843	5516	5328	5320	6547	5118	4614	4683	82,764	45,638	16,164	20,962
2008-09	450	4630	7588	7500	7030	6862	6486	6043	5531	5452	5290	6513	5161	4613	4617	83,766	46,589	16,273	20,904
2009-10	474	4963	7672	7549	7360	6803	6604	6205	5585	5444	5388	6394	5233	4684	4674	85,032	47,630	16,417	20,985
2010-11	506	5182	7698	7651	7238	7126	6673	6302	5752	5531	5347	6182	5123	4736	4688	86,735	48,376	16,630	20,729

* Excludes hurricane evacuees

Annual Grade-to-Grade Change

	EC>EC	PK>PK	KG>KG	KG>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8	8>9	9>10	10>11	11>12
05>06	-103	145	-84	103	-91	-39	-69	-120	-223	49	-33	1244	-1139	-778	-250
06>07	5	115	83	-14	-387	-279	-311	-289	-362	-202	-45	1151	-1368	-641	69
07>08	10	-19	192	104	-269	-251	-141	-222	-318	-64	-38	1193	-1386	-505	3
08>09	24	333	84	-39	-140	-227	-258	-281	-458	-87	-64	1104	-1280	-477	61
09>10	32	219	26	-21	-311	-234	-130	-302	-453	-54	-97	794	-1271	-497	4
5 Year Avg.	-6	159	60	27	-240	-206	-182	-243	-363	-72	-55	1097	-1289	-580	-23
Last 3	22	178	101	15	-240	-237	-176	-268	-410	-68	-66	1030	-1312	-493	23
Last 2	28	276	55	-30	-226	-231	-194	-292	-456	-71	-81	949	-1276	-487	33

One should be immediately impressed by the consistency over the last six years as shown by Figure 1. For many years, AISD changed little from one year to the next in kindergarten enrollment. This has changed since 2000. There was year-over-year growth every year until 2006, when kindergarten actually declined by 84 from 2005. Kindergarten grew by 83 from 2006 to 2007, by 192 from 2007 to 2008, by 84 from 2008 to 2009, and by 16 from 2009 to 2010. Growth from kindergarten to first grade is very common in many districts, particularly as students from private kindergarten enter public schools in first grade. Net losses in the next seven grades are very significant for the AISD. These losses, while not large at any one grade, add up to a large loss of students from the district.

The increase from eighth to ninth grade is not growth; it shows that many freshman students do not earn enough credits in the first year of high school to be advanced to the tenth grade. Hence, the freshman class appears to be very large. This is very common, especially in urban districts. Declines over the next three grades remove the surplus of the ninth grade students. This fact is not unusual in urban districts.

One interesting change in the last few years is the growth between eleventh grade and twelfth grade. Previously, there was typically a decline of approximately 300 students that reflected students leaving school before graduation. It appears that a commitment to improved graduation rates has brought approximately 300 students back to the twelfth grade to graduate. According to school officials, these students typically had enough credits to graduate but had not yet passed the TAKS test.

The net effect of the grade-to-grade trends just discussed can be summarized through the examination of the progression of kindergarten students to the twelfth grade in the recent past shown in Table 5. On average, the decline has been nearly 1800 students, or 30 percent. Obviously, these are “net” numbers, but

they do show that for many years the district has been losing many students between kindergarten and twelfth grade (regardless of the reason).

Table 5.

Historical Progression of Kindergarten to Twelfth Grade

Kindergarten			Twelfth Grade		Change
<u>Year</u>	<u>Students</u>		<u>Year</u>	<u>Students</u>	
1987	5412	→	1999	3419	-1993
1988	5626	→	2000	3603	-2022
1989	5550	→	2001	4197	-1353
1990	5750	→	2002	4211	-1539
1991	5697	→	2003	4097	-1600
1992	6046	→	2004	4168	-1878
1993	6249	→	2005	4363	-1886
1994	6120	→	2006	4162	-1958
1995	6532	→	2007	4683	-1849
1996	6444	→	2008	4617	-1827
1997	6369	→	2009	4674	-1695
1998	6502	→	2010	4688	-1814

Figure 2 breaks the net change into its two components, in-migration of students and out-migration for the last two years (2008 to 2009 and 2009 to 2010). We did not identify new students in pre-kindergarten because early childhood is not actually a preceding grade. Similarly, we show no twelfth graders leaving the district because most leave through graduation. The net declines from one grade to the next indicate that there is a net migration of students out of the district in these grades (basically, elementary school and middle school). Figure 2 shows the magnitude of the in and out migration for each grade from 2008 to 2009 and from 2009 to 2010. The total in-migration (not counting grades EE, PK, and KG) was 7247 between 2008 and 2009, and 7304 between 2009 and 2010. The total out-migration (not counting grades EE, PK, and 12) was 9716 between 2008 and 2009, and 10,128 between 2009 and 2010. Over 13 percent of the 2008 enrollment was not enrolled in AISD in 2009, and the percent increased by less than one percent between 2009 and 2010. Just over ten percent of enrollment was new to the district in both 2009 and 2010. While the numbers in each

direction are large, the most consistent trend is that out-migration exceeds in-migration every year. This year the difference was over 2800 students compared to almost 2500 last year.

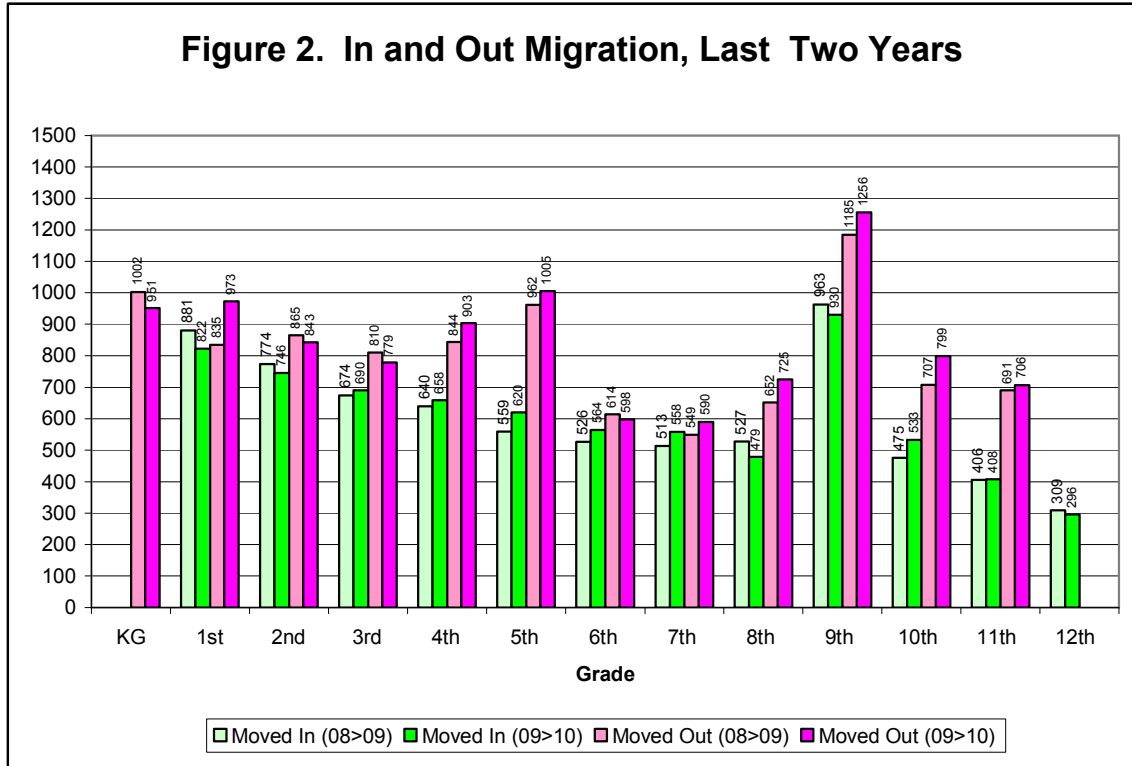


Table 6 shows three projections for the district for the next ten years. The low series is at the top, the mid-range in the middle, and the high series at the bottom. For grades one through twelve, a cohort (grade) is advanced from one grade to the next from one year to the next based upon historical trends. For instance, under the low-growth scenario, eighth grade would increase by 1050 as it moved to the ninth grade. Under the high-growth scenario, it would increase by 1250 per year. The mid-range is the average of the two, +1150 per year. Figure 3 summarizes the three district-level projections while Figure 4 presents the mid-range by school type.

Table 6. District Enrollment Projections

Low Range Projections

Fall	Grade											All	EC>5	6>8	9>12				
	EC	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th					9th	10th	11th	12th
2011-12	489	4850	7748	7715	7401	6938	6876	6373	5902	5602	5431	6397	4782	4523	4886	85,713	48,390	16,935	20,388
2012-13	492	4882	7798	7765	7465	7101	6888	6576	5973	5752	5502	6481	4997	4182	4473	86,127	48,767	17,227	20,133
2013-14	495	4913	7848	7815	7515	7165	6851	6388	6176	5823	5652	6581	5081	4397	4132	86,803	48,990	17,654	20,162
2014-15	498	4945	7898	7865	7565	7215	6915	6551	5988	6026	5723	6702	5152	4481	4347	87,871	49,452	17,737	20,682
2015-16	501	4976	7948	7915	7615	7265	6965	6615	6151	5838	5926	6773	5302	4552	4431	88,773	49,800	17,915	21,058
2016-17	505	5008	7998	7965	7665	7315	7015	6665	6215	6001	5738	6976	5373	4702	4502	89,643	50,136	17,954	21,553
2017-18	508	5039	8048	8015	7715	7365	7065	6715	6265	6065	5901	6788	5576	4773	4652	90,490	50,470	18,231	21,789
2018-19	511	5070	8098	8065	7765	7415	7115	6765	6315	6115	5965	6951	5388	4976	4723	91,237	50,804	18,395	22,038
2019-20	514	5102	8148	8115	7815	7465	7165	6815	6365	6165	6015	7015	5551	4788	4926	91,964	51,139	18,545	22,280
2020-21	517	5133	8198	8165	7865	7515	7215	6865	6415	6215	6065	7065	5615	4951	4738	92,537	51,473	18,695	22,369

Mid-Range Projections

Fall	Grade											All	EC>5	6>8	9>12				
	EC	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th					9th	10th	11th	12th
2011-12	491	4877	7773	7757	7426	6988	6926	6423	5952	5677	5471	6497	4882	4623	4761	86,524	48,661	17,100	20,763
2012-13	495	4924	7848	7832	7532	7176	6788	6676	6073	5877	5617	6621	5197	4382	4648	87,686	49,271	17,567	20,848
2013-14	500	4971	7923	7907	7607	7282	6976	6538	6326	5998	5817	6767	5321	4697	4407	89,037	49,704	18,141	21,192
2014-15	505	5019	7998	7982	7682	7357	7082	6726	6188	6251	5938	6967	5467	4821	4722	90,705	50,351	18,377	21,977
2015-16	509	5066	8073	8057	7757	7432	7157	6832	6376	6113	6191	7088	5667	4967	4846	92,131	50,883	18,680	22,568
2016-17	515	5113	8148	8132	7832	7507	7232	6907	6482	6301	6053	7341	5788	5167	4992	93,510	51,386	18,836	23,288
2017-18	519	5160	8223	8207	7907	7582	7307	6982	6557	6407	6241	7203	6041	5288	5192	94,816	51,887	19,205	23,724
2018-19	524	5207	8298	8282	7982	7657	7382	7057	6632	6482	6347	7391	5903	5541	5313	95,998	52,389	19,461	24,148
2019-20	528	5254	8373	8357	8057	7732	7457	7132	6707	6557	6422	7497	6091	5403	5566	97,133	52,890	19,688	24,557
2020-21	533	5301	8448	8432	8132	7807	7532	7207	6782	6632	6497	7572	6197	5591	5428	98,091	53,392	19,911	24,788

High Range Projections

Fall	Grade											All	EC>5	6>8	9>12				
	EC	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th					9th	10th	11th	12th
2011-12	492	4903	7798	7799	7451	7038	6976	6473	6002	5752	5511	6597	4982	4723	4836	87,333	48,930	17,265	21,138
2012-13	496	4966	7898	7899	7599	7251	6888	6776	6173	6002	5732	6761	5397	4582	4823	89,245	49,775	17,907	21,563
2013-14	505	5029	7998	7999	7699	7399	7101	6688	6476	6173	5982	6982	5561	4997	4682	91,271	50,418	18,631	22,222
2014-15	511	5092	8098	8099	7799	7499	7249	6901	6388	6476	6153	7232	5782	5161	5097	93,537	51,248	19,017	23,272
2015-16	517	5155	8198	8199	7899	7599	7349	7049	6601	6388	6456	7403	6032	5382	5261	95,488	51,965	19,445	24,078
2016-17	524	5218	8298	8299	7999	7699	7449	7149	6749	6601	6368	7706	6203	5632	5482	97,376	52,635	19,718	25,023
2017-18	530	5280	8398	8399	8099	7799	7549	7249	6849	6749	6581	7618	6506	5803	5732	99,141	53,303	20,179	25,659
2018-19	536	5343	8498	8499	8199	7899	7649	7349	6949	6849	6729	7831	6418	6106	5903	100,757	53,972	20,527	26,258
2019-20	542	5406	8598	8599	8299	7999	7749	7449	7049	6949	6829	7979	6631	6018	6206	102,302	54,641	20,827	26,834
2020-21	549	5469	8698	8699	8399	8099	7849	7549	7149	7049	6929	8079	6779	6231	6118	103,645	55,311	21,127	27,207

Figure 3. District Projections

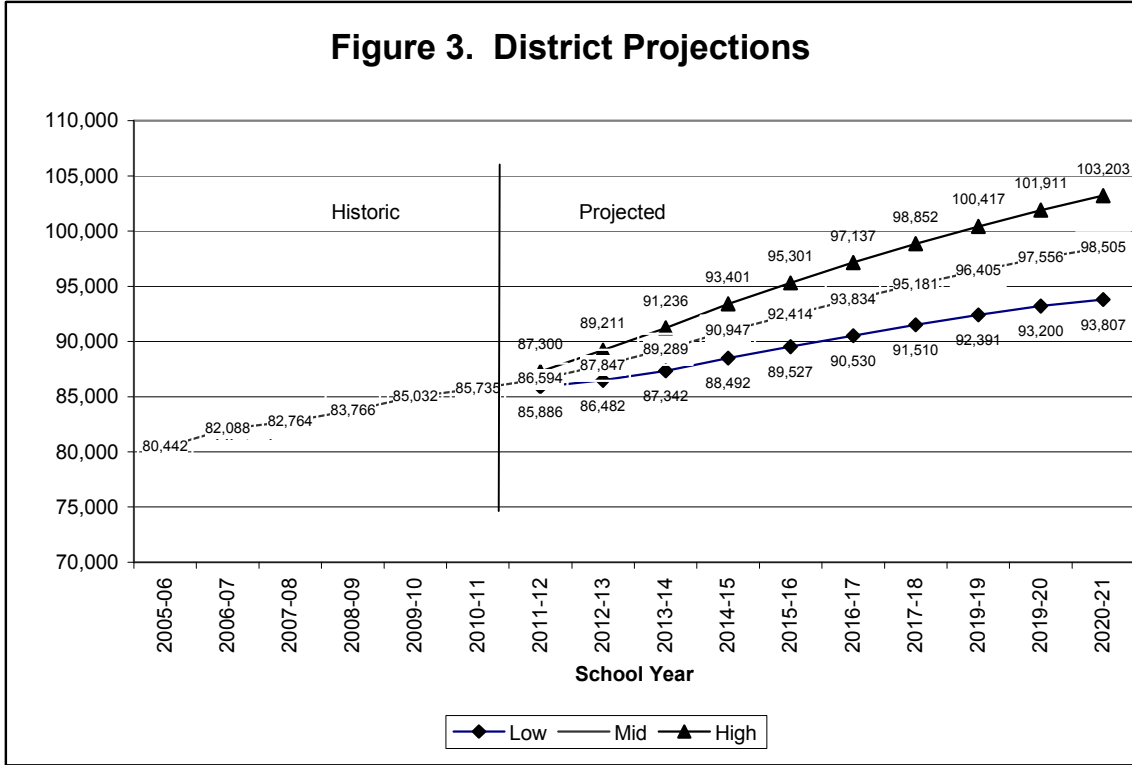
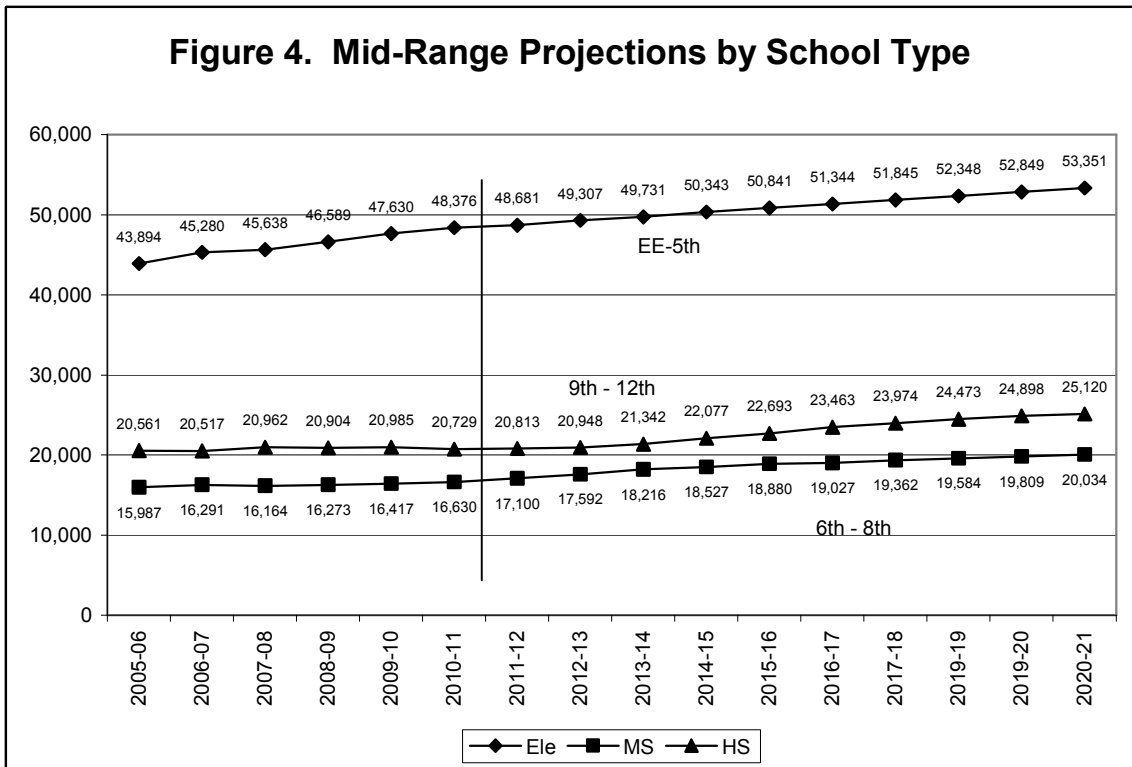


Figure 4. Mid-Range Projections by School Type



Kindergarten is particularly important for long-range district projections because it drives any growth or decline well into the future. Pre-kindergarten enrollment is not an adequate measure of in-coming kindergarten enrollment since that program is not as large as kindergarten, although it has been increasing recently at a greater rate than kindergarten. Also, pre-kindergarten fluctuates considerably based upon eligibility. One of the impacts of the current recession has been a large increase in pre-kindergarten (+333) this year compared to last year. When the economy recovers, it is possible that pre-kindergarten enrollment could actually decline.

Birth data are often a better indicator of future kindergarten enrollment. Table 7 shows births by ZIP code from 1994 through 2009 and Figure 5 shows the relationship between births and kindergarten enrollment five years later. Between 1995 and 2000 the number of kindergarten students had actually dropped by 153, from 6425 to 6272. The number of births in these ZIP codes had increased by 513 between 1990 and 1995. Obviously, an increase in births does not always mean an increase in kindergarten.

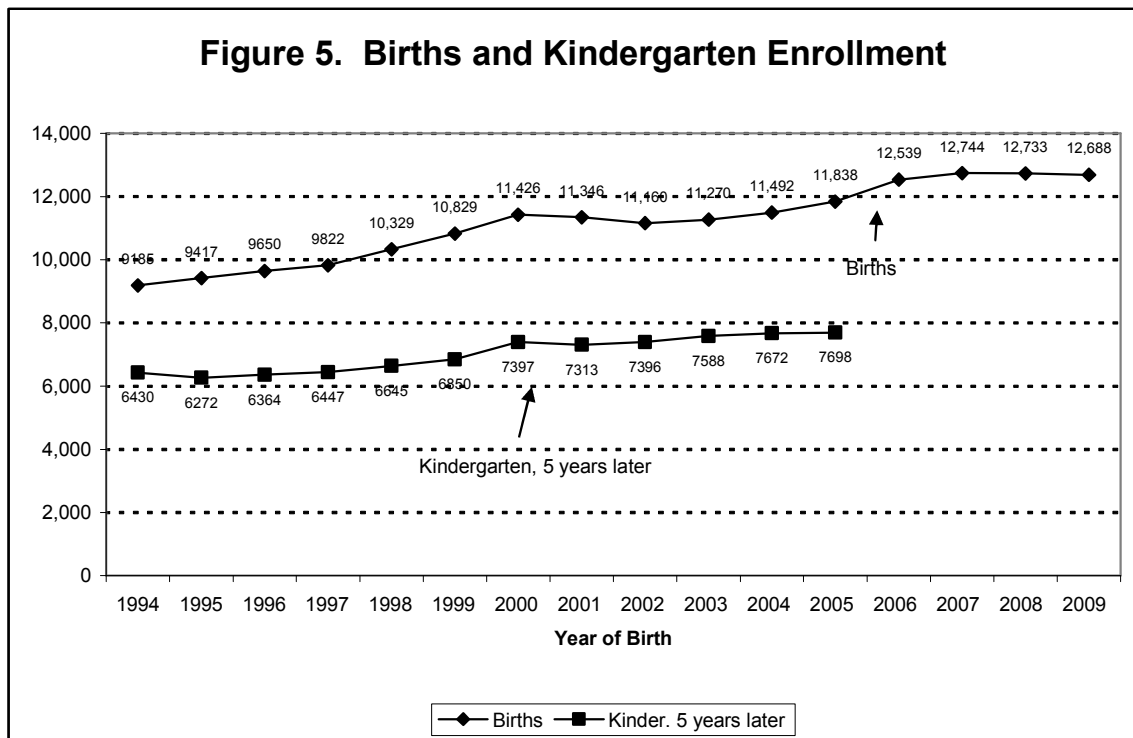


Table 7. Births by ZIP Code, 1994 to 2009

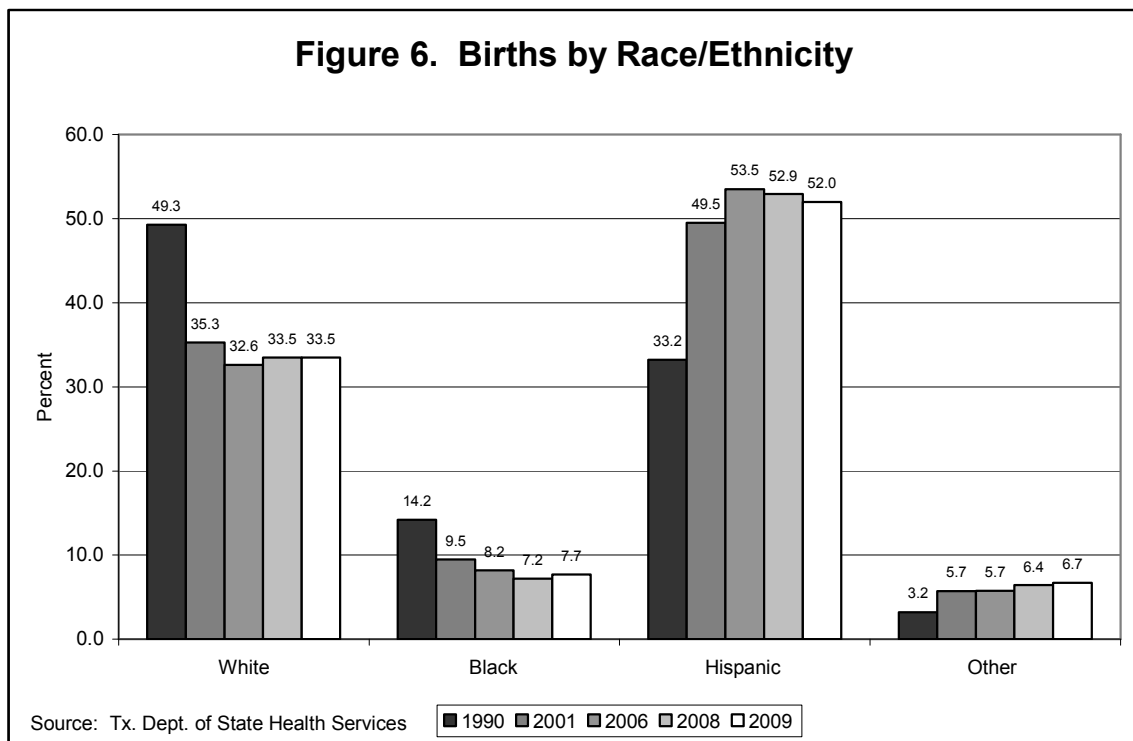
ZIP	Year																Change '00 to '09
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
78701	20	25	22	11	23	14	9	11	20	25	18	31	16	19	22	32	23
78702	503	523	541	515	533	574	541	491	465	423	400	411	429	424	425	386	-155
78703	303	241	276	304	264	268	256	286	228	297	235	226	254	239	258	269	13
78704	684	628	658	643	651	650	656	675	628	626	638	602	590	613	554	593	-63
78705	64	62	56	64	47	50	69	63	53	46	51	51	53	38	60	61	-8
78721	24	276	255	253	249	249	247	256	237	270	242	245	259	289	276	242	-5
78722	8	73	77	66	57	84	84	87	78	67	77	74	72	70	71	82	-2
78723	52	563	580	545	597	702	690	648	619	605	608	628	671	667	643	611	-79
78724	193	189	230	223	260	309	338	389	368	362	345	356	435	496	443	512	174
78727	293	25	277	308	348	356	348	376	383	342	388	392	403	376	377	377	29
78730	34	59	55	61	64	71	98	111	96	114	97	91	96	81	87	76	-22
78731	206	244	236	226	219	226	263	230	250	223	257	238	260	260	287	252	-11
78735	55	51	77	81	132	153	148	124	171	164	185	215	184	200	228	243	95
78736	97	89	80	100	73	95	83	65	80	68	68	82	88	94	76	88	5
78737	52	46	71	72	66	64	41	46	43	62	81	94	111	117	127	142	101
78739	96	90	98	109	126	111	146	125	154	156	171	190	198	254	223	240	94
78741	539	571	579	598	680	668	776	739	742	727	859	916	1027	1003	939	928	152
78744	573	628	637	760	775	814	893	862	857	810	864	919	977	1045	1004	1009	116
78745	895	960	863	865	872	897	951	923	874	888	887	918	923	974	944	906	-45
78747	55	43	56	60	64	69	69	87	96	145	163	177	186	209	251	245	176
78748	353	342	363	401	408	452	499	519	531	513	533	591	553	617	640	639	140
78749	332	366	379	413	441	452	545	586	584	585	542	547	581	540	527	513	-32
78750	260	275	260	285	276	272	207	209	199	276	267	252	281	302	329	301	94
78751	157	146	145	159	163	156	173	158	136	138	137	128	139	123	131	148	-25
78752	386	395	419	385	451	437	526	517	455	421	416	466	504	467	453	473	-53
78753	699	740	720	758	836	942	931	970	1037	1090	1150	1120	1160	1132	1209	1149	218
78754	54	54	91	85	77	82	89	99	95	86	122	153	179	215	262	309	220
78756	95	82	87	82	92	83	109	106	99	95	82	93	108	93	96	89	-20
78757	272	295	279	267	293	286	344	314	268	315	276	293	287	327	320	299	-45
78758	652	687	715	676	766	786	820	850	846	868	902	898	1051	1040	1060	1030	210
78759	422	423	468	447	426	457	477	424	468	463	431	441	464	420	411	444	-33
Total	9189	9417	9650	9822	10,329	10,829	11,426	11,346	11,160	11,270	11,492	11,838	12,539	12,744	12,733	12,688	1262

Source: Texas Department of Health

From 2000 to 2009, kindergarten enrollment increased by 1124 while the births five years previous increased by 1955 from 9471 to 11,426. Births in 2000, 2001, 2002, 2003, and 2004 were well above the level of 10,904 in 1999. It is this recent increase in births that lead to the conclusion that recent increases in kindergarten were to be expected. However, it is important to recognize that this relationship is not a perfect indicator. The biggest problem is that the area

encompassed by the ZIP codes is larger than the AISD boundary and includes births that occur in adjacent school districts.

It is important to note that AISD area births have changed with regard to race and ethnicity. Figure 6 shows that since 1990, white births have declined from over 49 percent of the total to 33 percent, and African-American births have dropped from 14 percent to less than eight percent. Hispanic births increased from 33 to 52 percent, and “other” births increased from 3 to nearly seven percent in the same period. It is somewhat surprising that between 2006 and 2009, the percentage of white births increased and the percentage of Hispanic births declined.



Map 11 shows the number of births by ZIP code in 2009. The largest numbers of births (dark green) are in ZIP codes in southeast Austin (78741, 78745 and 78744), and northeast in North Austin (78758 and 78753). Map 12 shows where

the number of births has either grown or declined. The central part of Austin continues to experience declines, while the periphery has had growth.

IV. Housing Trends

This section focuses on the housing stock of the district and relates it to current enrollment. The relationship between housing growth and student growth has changed in recent years in urban areas. Harner and Associates has observed for several years a decline in the number of students per housing unit throughout Texas. The old view that there would be an average of approximately 1.0 or more students in each housing unit is no longer valid. Generally, it is much lower. Also, the number of students per unit varies significantly among neighborhoods. The number of students coming from multi-family housing has always been a source of uncertainty. Some apartment complexes have a large number of students per units, while others have no students. Again, there is geographical variation in these trends. The purpose of this section is to provide basic research information that is used in the planning area projections presented in the next section.

The primary source of housing data is the Travis Central Appraisal District (TCAD) tax roll file provided to the district in April of 2010. This file reflects the district's property tax roll as of the beginning of 2010. This file was geocoded in the same way the student file was geocoded. Map 13 shows the results of this effort for single family housing. "Single family" (category A1) includes single family houses (but excludes townhouses and condominiums). manufactured housing (A2) on a lot owned by the owner of the unit is also included. The district had a total of 127,877 single family units and 1409 manufactured houses on an individual lot. There were 2659 manufactured homes on land designated as a mobile home park. Map 13 also shows 9519 "vacant" lots in the district. Many of the lots in established neighborhoods have been there for years or are the result of the demolition of a house. Those at the periphery of the district are more likely to be lots ready for construction in the near future in platted subdivisions. Map

13 shows 1356 properties classified as “inventory,” which means that the house is not complete. Nearly all these are in active subdivisions at the periphery of the district.

Map 14 shows the distribution of multi-family housing. There were 1385 apartment complexes with a total of 101,486 units. There were 9084 duplexes, 154 tri-plexes, and 1095 four-plexes. Combining these four categories of multi-family, there are 124,395 total living units. As we did last year, we have taken the category A4 (townhouse and condominium) and included it with the multi-family (“B”) category on Map 13. We counted 22,269 A4 units this year. Previously, we had undercounted the number of A4 units because we were looking at only the A4 parcels, not the total number of taxable properties on a parcel. Since condos and town houses are individually owned, there are often many units on one parcel. Adding these units to 124,395 category “B” multi-family units yields a total of 146,664 “attached” units.

The average value of single family units according to TCAD was over \$260,000 at the end of 2009 compared to \$278,000 last year. Map 15 shows the variation of house value throughout the district. The higher value housing is concentrated in west Austin, northwest Austin, southwest Austin, and far south Austin. At the planning area level, the range in average value was from \$18,000 to \$1,800,000. The least valuable properties are in east, northeast, and southeast Austin. Older housing (see Map 16) is in those neighborhoods surrounding the central business district of Austin. Relatively old housing is found both in affluent neighborhoods and poor neighborhoods. The district average was 36 years. The average house has 1780 square feet with the range by planning area being from 700 square feet to over 8600 square feet (see Map 17). The average house size follows the same general geographical trend as shown by Map 15 with assessed value.

Finally, combining the student tabulations with the housing tabulations, it is possible to calculate the students per housing unit. For the entire district, almost 52,000 students lived in over 129,000 single family units, or 0.40 per unit. The range by planning area is from zero to over 1.2 per housing unit. Map 18 shows the results of this calculation for all grades at the planning area level. The high density on northeast, east, and southeast Austin is very different from that of west Austin. This is even more remarkable when one looks back at Map 17 to see that the smaller housing is in the areas with the highest number of students per unit.

Multi-family density has been more difficult to determine in the past because TCAD did not report the number of units until two years ago. In previous work, we estimated the number of units based upon the number of square feet. Now we know there are nearly 147,000 multi-family units (as described above) with nearly 34,000 students, or 0.23 per unit for the district as a whole.

Condominiums and townhouses are included in the definition of multi-family, as are duplexes, tri-plexes and four-plexes. The range by assignment area for those with apartments is from zero to over 1.0 per unit. Map 19 shows the density of students in multi-family facilities by planning area. The areas in the far southwestern portion of the district with high densities are the result of very low numbers of multi-family housing, but several students live in those units. It should be noted that the above calculations are subject to error caused when a student does not report a unit number for multi-family housing. However, it does appear that there are approximately 3000 more students living in multi-family housing compared to last year.

V. Small Area Enrollment Projections

The most important goal of this project is a new set of planning area projections that can be combined to form attendance area projections. These can be used

to evaluate attendance zone options and to analyze need for new schools and school sites.

As was indicated previously, the national economic situation in late-2010 is the source of considerable uncertainty with regard to projections that are based upon housing growth. It appears to be commonly accepted that overbuilding based upon the availability of inexpensive mortgage money was an important contributing factor in the development of the recent recession. It raises the question of how much new housing construction should be expected in the AISD in the next few years. Overall, the AISD has grown in enrollment over the last 30 years during recessions and other adverse economic conditions. However, it has not grown any more than normal in periods of economic prosperity. The enrollment growth appears to be somewhat independent of the economic cycles.

Our projection methodology does rely at the sub-district level on information about the location of current and future subdivision activity. The methodology is based upon the cohort survival model used for the district as a whole. Each grade is moved forward from one grade to the next from one year to the next. Kindergarten projections are based upon the size of the existing lower grades, not just on the existing kindergarten. This reduces the significant variation that can occur from one year to the next in any one grade. The mid-range projections presented in Table 4 are the control totals. That is, the sum of the planning area projections must essentially equal the mid-range totals for the district, less out-of-district transfers.

In addition to the normal progression of students in a cohort survival model, in previous projections, a growth factor reflecting new housing is added to the model. Recent single family housing development data were obtained from MetroStudy, a real estate research firm. Appendix B shows the basic data from the most recent quarterly report. The table is sorted by elementary attendance zone. Shown are housing starts for the last four quarters, inventory of houses,

vacant developable lots (VDL), and lots to be developed in the future. In these four quarters, there were 965 housing starts (of which 861 were single family, detached). At the end of the third quarter of 2010, there were 1615 lots in inventory, 976 vacant available lots, and 15,440 “future” lots. Future lots are in subdivisions that have not been approved, but are very likely to be approved in the relatively near future. Map 19 shows the recent single family (both detached and condo) starts by subdivision for the last four quarters. Map 20 shows the number of lots in inventory plus the number of units in inventory by subdivision while Map 21 shows the locations of the “future” subdivisions. It is obvious that south Austin has the bulk of the growth but there are a few subdivisions in north Austin, and the probability of significant future residential development in east Austin at the old Mueller airport (see Map 21).

In past years, enrollment growth was allocated to those planning areas likely to see enrollment increases due to current and future housing development trends. Because of the uncertainty in the housing development component, we have adopted an approach focused on where the development has occurred in the last one, two, and three years. The intent is to capture these recent trends in enrollment change in case the housing market continues to decline and the projection of growth based upon that component becomes less reliable. Map 23 shows the absolute change for each planning area over the last three years. The dark green shows the five neighborhoods with the greatest growth. Two are in the Clayton zone, one in Palm, one in Blazier, and one in McBee. The first four are understandable due to recent housing development. Growth in the McBee zone can only be attributed to increased density in existing housing.

We assumed an average of 0.4 elementary students per new single family unit. Over the last three years the district has averaged approximately 1200 new units per year according to data from the appraisal district and from MetroStudy. In these latest projections, the building rate has been assumed to be 1200 units per year for the next five years, down from 1600 assumed in the last study.

Obviously there is considerable uncertainty in both the magnitude of the building rate and the location of building, especially in the distant years of the projection period. Map 24 shows the percent of housing growth allocated to each planning area from 2010 to 2015. Some subjectivity is involved in this part of the projections to account for projects very likely to develop in the near future, but not yet active.

Table 8. Quarterly AISD Single Family Construction Summary

	Q1-2008	Q2-2008	Q3-2008	Q4-2008	Q1-2009	Q2-2009	Q3-2009	Q4-2009	Q1-2010	Q2-2010	Q3-2010
Annual Starts	1502	1398	1537	1366	1319	1212	1088	984	995	989	861
Quarterly Starts	248	367	486	313	192	278	319	219	214	266	172
Annual Closings	1516	1235	1377	1366	1435	1288	1187	1168	1043	994	1022
Quarterly Closings	359	316	372	413	359	273	272	333	237	234	259

Source: MetroStudy

The initial projections were totaled by grade and checked against the district level totals. For all three levels of schools, these initial projections were too high. This is because some areas of the district are experiencing out-migration. Maps 24, 25, and 26 show the magnitude of the out-migration by planning area and school type. The planning area projections were adjusted down for those areas with out-migration to reflect this reality. These projections are for both the regular program and special education.

Adjusting the projections to account for out-migration is a very important aspect of planning for AISD's future. Student mobility is very high and adds uncertainty to the projections because it is very difficult to predict. Between 2008 and 2009, 7466 students in grades one through twelve in 2008 were identified as new to AISD. Between 2009 and 2010, this number dropped to 7304. Between 2008 and 2009, 9651 left the district in grades kindergarten through eleven. This number increased 10,128 between 2009 and 2010.

Map 28 shows the projected change in elementary (early childhood through 5th grade) enrollment for each planning area for the next five years. There is an obvious spatial correlation between the areas with currently active housing developments and enrollment growth. However, there are many planning areas with projected growth simply based upon the age profile of the current population. Those areas with high percentages of students in the lower grades (kindergarten through second) are likely to experience growth as these large grades replace smaller grades ahead of them. Conversely, neighborhoods with relatively small enrollment in the lower grades are likely to decline in total enrollment, as larger cohorts are replaced by smaller cohorts. It is not unusual to have growing planning areas adjacent to declining planning areas. Maps 29 and 30 show respectively the middle school and high school projections.

Appendix C provides enrollment projections for each attendance zone. As usual, these projections are for the students living in each planning area. No allowance is made for transfers or programs such as magnet enrollment. There can be large differences in campus enrollment and attendance zone enrollment because of transfers and program locations. Appendix D has a listing of the projections by school type for each planning area.

VII. Build-out Analysis

This section was initially completed in 2005-2006 and has not been revised since then. It has been revised this year to reflect land use change that has occurred in the last five years.

The projections described in previous sections focus on the relatively near future, five to ten years. However, as the urban area continues to expand, there will be less available land for residential development every year. Eventually, there will be no “raw” land for housing development. It is important for the district to have a reasonable estimate of the maximum number of students it might need to plan for

with regard to facilities. This type of assessment is often referred to as a “build-out” analysis.

There are obviously many factors that one could consider in this type of analysis such as the density of housing (units per acre), persons per housing unit, students per family, trends in new construction, and trends in urban renewal. However, we have found that one variable, students per acre, can be used to prepare a reasonable estimate of build-out enrollment without a great deal of complex mathematical modeling.

Map 33 shows the current density by planning area in the AISD. The district (230 square miles or 147,403 acres) has an overall density of 0.58 students per acre, up from 0.55 five years ago. The white and yellow planning areas are below the district average of 0.58 per acre. These areas are at the periphery of the district or in traditionally non-residential areas such as the central business district. The tan and orange planning areas (density between 0.58 and 1.50) are in areas with traditional residential development patterns and few apartments. Through experience in other districts, most developing suburban areas have densities that fall between 1.0 and 2.0. The last three categories (density above 1.5 and shaded green) represent higher density situations. This often occurs in areas with apartment facilities attractive to low income families with children. The planning areas along Riverside Drive in south-central Austin are a good example of high apartment density. This also happens in areas where the lot size is very small and the number of students per household is large such as parts of Circle C and in southeast Austin in the Rodriguez, Houston, Langford, and Widen attendance areas. The high density areas in northeast Austin in the Cook, Wooldridge, Barrington, and Hart zones result from a combination of both high density single family housing and relatively inexpensive apartments.

To prepare a build-out analysis, it is necessary to examine each planning area with respect to current density, availability of developable land, and other land

use constraints. A good example of the last constraint would be areas where there are no large parcels to subdivide into large subdivisions. Tract homebuilders typically prefer large tracts to small ones. To help identify development constraints, land use data were obtained from the City of Austin. The focus of Map 33 is the identification of land that is likely to be developed with single family residences in the future. Areas that have no color are the undeveloped land. It should be clear that the district does not have numerous large tracts available for residential construction. In fact, initiatives in the last decade to conserve open space (the Balcones Canyon Lands and the Proposition 2 preservation programs) have had a dramatic impact on the number of large tract in the southwest part of the district.

Using the above data, we evaluated each planning area with regard to growth potential. Many are built-out and are likely to experience little change in density. To allow for some enrollment increases, these planning areas were all assumed to increase in density by ten percent. Areas with open land were assigned an ultimate density based upon comparisons with nearby planning areas. This is obviously a subjective set of decision-making criteria, but the goal is to establish a high build-out number that the district is likely to never experience. In that way, the district can work toward a facility plan that should cover the “worst case” scenario.

There are some very obvious short comings in this approach. Probably the most significant is that it does not explicitly address apartment growth. In looking at the current problems in northeast Austin and in the Linder area, apartments are the primary cause of the overcrowding. Will the same thing happen in far north Austin along Metric Boulevard as apartments now populated primarily by college students become old and less attractive? Another possibility is that older apartments will be demolished and replaced by housing less attractive to lower income families with children. It is beyond the scope of this assessment to try to deal with those uncertainties, but we are certainly aware that they exist.

Once a density was determined for each planning area, the area was multiplied by the density to derive a “build-out” estimate. Overall, the district could increase by nearly 24,000 to over 109,000. If the district were to have an average annual growth rate of 1000, it would be approximately 25 years before build-out is reached as defined in this analysis. Map 34 identifies those areas with highest growth potential based upon available land in southeast Austin and in east Austin. We did increase the enrollment to be expected from the central business district because of the tremendous number of condominiums and apartments that will likely be built in that area. While very students reside there at this time, changing lifestyles and transportation are likely to change that. The elementary grades would increase by approximately nearly 13,000 students to nearly 62,000. The middle school grades would increase by nearly 5000 to over 21,000. The high school grades would increase by almost 6000 to over 26,000 students.