STEM

Science, Technology, Engineering & Mathematics

Elementary School

AMPHITHEATER
Public Schools

February 9, 2016

AMPHITHEATER
Public Schools

GOVERNING BOARD AGENDA ITEM
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10

DATE OF MEETING: **February 9, 2016**

TITLE: **Direction on Construction of the New STEM (Science, Technology, Engineering and Mathematics) Elementary School**

BACKGROUND:

As reviewed at the Governing Board meeting of January 12, 2016, the voters of the Amphitheater School District approved a $180 million bond program for the District in November of 2007 which included funding for the construction of a new elementary school in the District. Following the voters' approval, early planning for the elementary school focused on the concept that the school be designed, from the ground up, as a STEM (Science, Technology, Engineering and Mathematics) focused school.

The school was originally time-tabled for opening in the fall of 2016, requiring that construction begin in mid-2015. However, as the years since passage of the bonds continued and the District experienced more and more legislative cuts to its budget, particularly in capital funding, there were concerns in the spring of 2015 which suggested that further review and evaluation of the project was appropriate. Fortunately, the bonding authority for the school allows retention of the bond funds for the project for 10 years following voter approval – which allowed additional time for further study and evaluation before "shovels had to be in the ground".

On April 7, 2015, the Governing Board examined the status of the new school project and considered whether to cease work on the school or move the project forward, or some alternative in between those two options. The Administration proposed that the Board approve a one-year delay on the construction schedule, while continuing design work, after providing lists of "pros and cons" on the matter:

Pros of Constructing the School	Cons of Constructing the School
• Completes key component of bond question; in keeping District's word, we build trust for future bond elections. • Failure to build both new schools promised to voters may disenfranchise voters and business community. • STEM school would set Amphi apart in Tucson, Pima County, and Arizona; would build brand identity for District as a whole. • Implementation of STEM model would provide launch pad for/draw attention to	• Neighborhood concerns relating to traffic, views, purpose of use. • There will be substantial financial needs at front end for capitalization, new staffing, etc. as enrollment ramps up. • Loss of additional capital next year ($1.7 million legislative cut) will dramatically impair ability of District to function while still opening school. • Open enrollment-only concept, by its very nature, will have negative effect upon enrollment of other schools. Could

other programmatic improvements throughout District schools. • Creates greatest potential for drawing external open enrollment students. • Creates potential for drawing students back from charters/private/home schools. • Avoids loss of bond funds already expended. • Assures ownership of school site in perpetuity (legal deed issue). • Entirely new building will afford greater efficiencies of lower energy and maintenance costs than existing Classrooms – near net zero design. • Meeting parent expectations for a modern educational curriculum. • Meeting Oro Valley growth and development expectations • New progressive programmatic school shines a bright light on Amphi district – positive perception and brand effect. • Geographically, the new school has the great potential to draw open enrollment students from other districts. • Can establish Amphi as the Leader in STEM • Can reduce loss of ADM to Charter Schools • School will be a flagship for our district, Southern Arizona, and the State of Arizona in terms of design, curriculum, and instruction • School will be completed and in operation as Oro Valley grows as a community; currently there are 2,100 planned homes for Oro Valley (approximately 350 already under construction just around the corner from our site) • Students in Oro Valley, other Amphi schools, and from other districts (accepted as OE) will be provided a unique educational experience	it even lead to need for school closure in future? • Drawing non-Amphi resident students (and funding) to any significant extent will likely require substantial change of open enrollment policy preferences – to allow non-district residents greater opportunity. May be offensive to Amphi residents and taxpayers. • Open enrollment only transportation needs will require more staggered class schedules throughout District. • Lost enrollment at other schools (due to open enrollment to new school) will certainly require district-wide displacement of staff (RIF, with transfers to STEM school), creating some potential district-wide disruption. • New school's distinct branding may lead to unintended consequence of depleting STEM qualified teachers from existing schools. • State capital cuts could necessitate cuts to other district schools in order to open. • It will cost $17 Million just to build, plus FFE. • Could lead to increased district utility costs (although we are hoping for net-zero effect). • Costs of the development of a STEM curriculum (paid for with Title II funds) • Cost of professional development in STEM (paid for with Title II funds)

• Will help meet future enrollment needs - -there are 2,100 planned homes for Oro Valley (approximately 350 already under construction just around the corner from our site) • STEM education is our future; jobs in the STEM industries are high paying and available; this school will be a model • Teachers will be highly trained in STEM and can share their expertise with other teachers in the district • The school could become a training hub for all of our elementary teachers in the area of science • It will provide a unique opportunity to look at STEM education in a building that facilitates this type of learning without having to retrofit (very costly and ineffective) a building for our curriculum needs	

Pros of **Not** Building the School	Cons of **Not** Building the School
• Could allow accrued capital to be used by all schools for STEM (or other purposes) • Low Risk – Capacity available elsewhere • Could allow new bond sale with no tax increase • Could allow the district rather than a single school to have the STEM affiliation • Capacity for near term growth exists at existing sites. About 1,400 seats available in northern area of District. • Leads to lower tax rates when bonds sold are refunded. • Constituents may interpret and credit as financial responsibility.	• We have the funding now, and based on the state formula we will not be able to fund a new school with state funding for decades • Public supporters of school may become disenfranchised and be unsupportive of future bonds to build. • We currently receive one to two calls per week from parents both within our district and from other districts, asking about how to enroll their students and what our process of acceptance will be • Currently, there are 2,100 planned homes for Oro Valley (approximately 350 are already under construction just around the corner from our site). Growth potential may go unmet in term of community's educational need. • We have already assembled a top notch architectural firm and general contractor who are committed to and who

• When built in the future, the cost to build and to equip with FFE will exceed current $17 Million.	understand the need to protect the taxpayer dollar while meeting the curriculum design needs of the school. • Loss of students to other Districts, charters, and schools with "STEM identities"

After extensive consideration and discussion, the Governing Board ultimately approved the recommended course of action: continuing the design phase of the project, but delaying the determination of whether to commence the next phase of school construction until early 2016. At that time and at their March 24, 2015 meeting, Board members indicated that, before proceeding further in early 2016 (now), they would be seeking additional information:

- Ms. Cozad indicated she would need to understand whether the District could sustain the operating cost for the school once opened (estimated at $800K to $1M a year at that time).

- Mr. Leska asked that private partnerships be pursued with corporate or other interests to support the project costs. Other Board members, in one form or another, echoed concern about costs of operation.

- Mr. Leska requested a list of the five elementary schools with the highest operating costs be provided, and suggested that one of them could be closed to make the STEM school work.

- Mr. Leska asked if transportation would be provided or not because the STEM school might be a feeder school where students could go, a bit like a charter, and inquired whether we might charge fees for transportation.

- Mr. Leska noted that we currently have fees for technology, music and other things and asked whether the District would charge fees for technology at the STEM school which would help offset the cost of day to day use of infrastructure.

- Ms. Grant asked if there would be admission/entrance requirements for the school under its proposed open enrollment/open boundary structure.

Other questions asked by Board Members were responded to during the March and April, 2015 meetings.

This matter is presented at the current time for the decision of the Board as to whether to now proceed forward with construction. Such a determination is required at this time to ensure the bond funds for construction can be timely spent within the period allowed by law (by November of 2017).

Staff has gathered information for the Board's consideration that will hopefully aid the Board in making the decision. In the sections that follow, staff has included materials and information which will hopefully not only be responsive to previous questions and concerns of Board Members, but may also address other considerations and factors that are important to the Board's decision.

The materials submitted are organized into the following sections for the Board's convenience and ease of review:

1. Financial Cost Factors
2. Existing School Capacity Factors
3. Stem School Programming Information
4. STEM School Survey Results
5. Growth Study Information & Nearby Developments

Staff will be prepared to present this information to the Board on February 9.

RECOMMENDATION: The Administration recommends the Governing Board direct that the construction of the new school proceed forward.

INITIATED BY:

Todd A. Jaeger

Todd A. Jaeger, Associate to the Superintendent **Date: February 4, 2016**

Patrick Nelson

Patrick Nelson, Superintendent

Financial Cost Factors

The costs of building, equipping and operating the new STEM elementary school have understandably been of great concern to the Board, Administration and members of the public alike. Mr. Little has provided, in the attachments which follow in this section, relevant budgetary information.

Capital Costs:

Projected capital costs were developed for enrollments of 300 and 500 students. Sufficient Funds are available from Developer Donations and Surplus Property Sales to fully fund the projected capital costs for the startup of the school.

Staffing Costs:

Projected Staffing was estimated for school enrollments of 300 and 500 students using the district's existing formulas. Average wages were calculated using current year data for each positon with benefits and matching costs.

NEW STEM ELEMENTARY SCHOOL
CAPITAL COSTS

300 Students

Computer(Hardware/Software) Cost Per Computer			$ 950.45	
Computers	Staff	31		
	Lab	31		
	Library	8		
	Intervention	4		
		74	$	70,333
Networking Equipment			$	220,000
Phone System			$	5,000
Furniture				
	Blinds		$	15,000
	Furniture (500 Students)		$	332,753
	Computer Lab		$	12,000
Equipment	Copy Machine		$	1,500
	Office Equipment		$	1,000
	Custodial/Maintenance		$	12,500
	Printers		$	2,000
Curricular	Library		$	45,000
	Music		$	26,516
	Art		$	4,541
	Curriculum		$	159,888
Total Capital			$	908,031

NEW STEM ELEMENTARY SCHOOL
CAPITAL COSTS

500 Students

Computer(Hardware/Software) Cost Per Computer			$ 950.45	
Computers	Staff	40		
	Lab	62		
	Library	8		
	Intervention	4		
		114	$	108,351
Networking Equipment			$	220,000
Phone System			$	5,500
Furniture				
	Blinds		$	15,000
	Furniture (500 Students)		$	332,753
	Computer Lab		$	24,000
Equipment	Copy Machine		$	1,500
	Office Equipment		$	1,000
	Custodial/Maintenance		$	12,500
	Printers		$	3,000
Curricular	Library		$	45,000
	Music		$	26,516
	Art		$	4,541
	Curriculum		$	292,741
Total Capital			$	1,092,403

Capital Budget Sources

Sources:		
Condemnation	$	132,148
School Plant	$	300,000
Unrestricted Capital	$	-
Developer Donations	$	752,318
	$	1,184,466

NEW STEM ELEMENTARY SCHOOL
OPERATIONAL COSTS

300 Students:

Staffing	$1,201,980
Non-Staffing	$23,285
Utilities	$105,614
Transportation	$10,885
Insurance	$22,940
	$1,364,704

500 Students:

Staffing	$1,619,065
Non-Staffing	$34,205
Utilities	$116,175
Transportation	$10,885
Insurance	$22,940
	$1,803,270

STEM ELEMENTARY SCHOOL
STAFFING ALLOCATIONS

Projected FY 17-18 Enrollment 300	Job Class Code JCC	Position Control # PCN	# of Calendar Days	Auth FTE	Budget Code
Certified Staff					
Principal	TA50	xxx-001-PRINC	218	1.0000	001-00-100-2410-xxx 6111
Teachers	TTE	xxx-001-TEACH	205	9.6000	001-00-100-1001-xxx 6112
Teachers - REACH (Gifted Ed)	TTE	xxx-001-TEACH-G	205	1.0000	001-00-240-1001-xxx 6112
Teachers - K-3 Funding	TTE	xxx-001-K3TCH	205	0.5000	001-00-100-1008-xxx 6112
Teachers - K-3 Reading	TTE	xxx-001-K3RDG	205	0.5000	001-00-550-1008-xxx 6112
Art	TTE	xxx-001-ARTEL	205	0.4000	001-00-100-1001-xxx 6112
Band	TTE	xxx-001-BANDE	205	0.2000	001-00-100-1001-xxx 6112
Music	TTE	xxx-001-MUSCE	205	0.4000	001-00-100-1001-xxx 6112
Orchestra	TTE	xxx-001-ORCHE	205	0.2000	001-00-100-1001-xxx 6112
P.E.	TTE	xxx-001-PHYSE	205	0.4000	001-00-100-1001-xxx 6112
Academic Intervention	TTE	xxx-001-ACADI	205	0.5000	001-00-100-1001-xxx 6112
Certified Staff - Override Positions					
Teachers (Class-size Reduction)	TTE	xxx-001-ORCSR	205		001-00-100-1001-xxx 6112
Teachers - Electives - EL - Art	TTE	xxx-001-ORART	205	0.1000	001-00-100-1001-xxx 6112
Teachers - Electives - EL - Music	TTE	xxx-001-OMUSC	205	0.1000	001-00-100-1001-xxx 6112
Teachers - Electives - EL - PE	TTE	xxx-001-OPHYS	205	0.1000	001-00-100-1001-xxx 6112
Certified Staff - Other Funding					
Classified Staff					
School Admin. Assistant	02RR	xxx-001-SCHAA	218	1.0000	001-00-100-2410-xxx 6151
Educ. Asst. to Elem. Princ.	01N	xxx-001-EATEP	218	0.5000	001-00-100-2410-xxx 6151
Clerk II	02E	xxx-001-CLRK2	218	0.5000	001-00-100-2410-xxx 6151
Clerk II - Attendance	02E	xxx-001-CLRK2-X	218	0.2500	001-00-100-2110-xxx 6151
Instructional Tech. Specialist	04D	xxx-001-INSTS	200	0.6000	001-00-100-2230-xxx 6151
Behavior Intervention Monitor	15P	xxx-001-BIMON-D	200	1.0000	001-00-510-1009-xxx 6151
Elem. School Health Aide	32B	xxx-001-ELSHA	205	1.0000	001-00-100-2130-xxx 6151
Library Assistant	24A	xxx-001-LBAST	211	1.0000	001-00-100-2220-xxx 6151
Campus Monitor	14B	xxx-001-CMPMN	200	0.7500	001-00-100-2190-xxx 6151
Crossing Guard	14A	xxx-001-XGARD	200	0.2500	001-00-100-2660-xxx 6151
Custodian II	50C	xxx-001-CUST2	261	1.0000	001-00-100-2620-xxx 6151
Custodian I	50B	xxx-001-CUST1	261	2.0000	001-00-100-2620-xxx 6151
Classified Staff - Other Funding					
Groundskeeper I	50E	xxx-001-GKPR1	261	0.2500	001-00-100-2630-xxx 6151
Maint Tech II	51K	xxx-001-MTCH2	261	0.5000	001-00-100-2640-xxx 6151
Addendums					
Academic Assistant	XE02	xxx-001-ACADA		3.0000	001-00-100-1001-xxx 6159
Admin Designee (fka Admin Asst)	XE50	xxx-001-ADMNX		1.0000	001-00-100-2410-xxx 6159
Student Council	XE55	xxx-001-STDCO-N		1.0000	001-00-610-1001-xxx 6159
Technology Coach	XE60	xxx-001-TKCHE		1.0000	001-00-100-2230-xxx 6159
Odyssey of the Mind	XE63	xxx-001-ODYSS-N		1.0000	001-00-610-1001-xxx 6159
Special Ed Facilitator - EL	XE65	xxx-001-SPEDF-S		1.0000	001-00-205-2190-xxx 6159

NEW STEM ELEMENTARY SCHOOL
STAFFING ALLOCATIONS

500	Job Class Code JCC	Position Control # PCN	# of Calendar Days	Auth FTE	Budget Code
Certified Staff					
Principal	TA50	xxx-001-PRINC	218	1.0000	001-00-100-2410-xxx 6111
Teachers	TTE	xxx-001-TEACH	205	15.8000	001-00-100-1001-xxx 6112
Teachers - REACH (Gifted Ed)	TTE	xxx-001-TEACH-G	205	1.0000	001-00-240-1001-xxx 6112
Teachers - K-3 Funding	TTE	xxx-001-K3TCH	205	0.5000	001-00-100-1008-xxx 6112
Teachers - K-3 Reading	TTE	xxx-001-K3RDG	205	0.5000	001-00-550-1008-xxx 6112
Art	TTE	xxx-001-ARTEL	205	0.6000	001-00-100-1001-xxx 6112
Band	TTE	xxx-001-BANDE	205	0.2000	001-00-100-1001-xxx 6112
Music	TTE	xxx-001-MUSCE	205	0.6000	001-00-100-1001-xxx 6112
Orchestra	TTE	xxx-001-ORCHE	205	0.2000	001-00-100-1001-xxx 6112
P.E.	TTE	xxx-001-PHYSE	205	0.8000	001-00-100-1001-xxx 6112
Academic Intervention	TTE	xxx-001-ACADI	205	0.5000	001-00-100-1001-xxx 6112
Certified Staff - Override Positions					
Teachers (Class-size Reduction)	TTE	xxx-001-ORCSR	205		001-00-100-1001-xxx 6112
Teachers - Electives - EL - Art	TTE	xxx-001-ORART	205	0.3000	001-00-100-1001-xxx 6112
Teachers - Electives - EL - Music	TTE	xxx-001-OMUSC	205	0.3000	001-00-100-1001-xxx 6112
Teachers - Electives - EL - PE	TTE	xxx-001-OPHYS	205	0.1000	001-00-100-1001-xxx 6112
Certified Staff - Other Funding					
Classified Staff					
School Admin. Assistant	02RR	xxx-001-SCHAA	218	1.0000	001-00-100-2410-xxx 6151
Educ. Asst. to Elem. Princ.	01N	xxx-001-EATEP	218	0.5000	001-00-100-2410-xxx 6151
Clerk II	02E	xxx-001-CLRK2	218	0.5000	001-00-100-2410-xxx 6151
Clerk II - Attendance	02E	xxx-001-CLRK2-X	218	0.2500	001-00-100-2110-xxx 6151
Instructional Tech. Specialist	04D	xxx-001-INSTS	200	0.6000	001-00-100-2230-xxx 6151
Behavior Intervention Monitor	15P	xxx-001-BIMON-D	200	1.0000	001-00-510-1009-xxx 6151
Elem. School Health Aide	32B	xxx-001-ELSHA	205	1.0000	001-00-100-2130-xxx 6151
Library Assistant	24A	xxx-001-LBAST	211	1.0000	001-00-100-2220-xxx 6151
Campus Monitor	14B	xxx-001-CMPMN	200	0.7500	001-00-100-2190-xxx 6151
Crossing Guard	14A	xxx-001-XGARD	200	0.2500	001-00-100-2660-xxx 6151
Custodian II	50C	xxx-001-CUST2	261	1.0000	001-00-100-2620-xxx 6151
Custodian I	50B	xxx-001-CUST1	261	2.0000	001-00-100-2620-xxx 6151
Classified Staff - Other Funding					
Groundskeeper I	50E	xxx-001-GKPR1	261	0.2500	001-00-100-2630-xxx 6151
Maint Tech II	51K	xxx-001-MTCH2	261	0.5000	001-00-100-2640-xxx 6151
Addendums					
Academic Assistant	XE02	xxx-001-ACADA		3.0000	001-00-100-1001-xxx 6159
Admin Designee (fka Admin Asst)	XE50	xxx-001-ADMNX		1.0000	001-00-100-2410-xxx 6159
Student Council	XE55	xxx-001-STDCO-N		1.0000	001-00-610-1001-xxx 6159
Technology Coach	XE60	xxx-001-TKCHE		1.0000	001-00-100-2230-xxx 6159
Odyssey of the Mind	XE63	xxx-001-ODYSS-N		1.0000	001-00-610-1001-xxx 6159
Special Ed Facilitator - EL	XE65	xxx-001-SPEDF-S		1.0000	001-00-205-2190-xxx 6159

STEM Operational Support Cost

Item	quantity	M&O cost	Capital Cost
Custodial Authorizations	3	$ 97,087	
Grounds Authorization	0.25	$ 7,702	
Maintenance Staffing	0.5	$ 20,801	
Electric		$ 68,874	
Water		$ 26,980	
Gas		$ 12,760	
Custodial non-capital tools/equipment *		$ 3,016	$ 11,899
Custodial consumables / uniforms		$ 6,450	
Maintenance tools/equipment site based *		$ 440	$ 560
Window Blinds placeholder estimate *			$ 15,000
Transportation (estimated round trip 30 miles)	6 buses	$ 10,885	
* cost are not expended annually			
Total cost		$ 254,995	$ 27,459
Annual Cost		$ 251,539	

Existing School Capacity Factors

The student capacity of any school is dependent on a wide variety of factors. As discussed during the March 24, 2015 Governing Board meeting, the School Facilities Board (SFB) capacity numbers can't be relied upon as the sole indicator of a District's need for additional academic space. Large open areas that are included in design for aesthetic reasons can and often are included in SFB calculations of total student occupancy of a school if they are deemed large enough for a student classroom to be created. Thus, a large open area like the foyer at Wilson K-8, never intended to be a classroom, which could contain classroom within its space is included by the SFB in overall building capacity numbers. The SFB calculates the student load based on the square footage of the space, not the academic functional need of the students. This method of calculation also drives the SFB capacity number much higher than the District's desired site level student capacity. To familiarize the Board with some of these issues, key areas for discussion are highlighted below:

1. The SFB calculates student capacity based on the square feet of each designated area. For designed classroom the formulas used are shown below. The District's classrooms typically range from 920 square feet to 1200 square feet. This results in a typical kindergarten classroom of 920 square feet having a SFB capacity of 28.75 students. Governing Board Regulation IIB-R allows for a kindergarten classroom to have between 17 and 31 students. Staffing is based on 27.75 students. In this example the SFB capacity for this classroom is effective. However if that same classroom was used for a Cross Categorical classroom SFB capacity would remain the same, 28.75, but District Regulation would decrease the number of students allowed to no more than 14. The failure of the SFB methodology is the lack of any recognition for the programmatic needs of the students. The challenge for the District is that the capacity of the school site changes with the programs delivered.

> **R7-6-210. Academic Classroom Space**
> A. A school district shall have school facilities with cumulative classroom square footage of 32 square feet for each student in programs for preschool children with disabilities, kindergarten programs and grades one through three in the district.
> B. A school district shall have school facilities with cumulative classroom square footage of 28 square feet for each student in grades four through six in the district.

2. Amphitheater School District has a reputation as a Fine Arts District and provides art and music to all elementary school students. The SFB does not recognize the District's art or music rooms as anything other than a typical classroom and adds the space into the capacity calculation. SFB regulations actually specifically state that space for the arts is allocated only to grades 7 – 12. This is distinct difference between the SFB capacity calculations and the District's programmatic decisions. Based on the SFB calculation method a 1,200 square foot music room should hold 42.8 students with one teacher. The District's Administration supports the Board's desires to furnish fine arts to all students and has not included music and art rooms in the capacity calculation reflected on the attached Enrollment / Capacity chart.

R7-6-247. Arts Facilities

A. A school facility with students in grades 7 through 12 shall have space to deliver art education programs including visual, music, and performing arts programs or have access to an alternate delivery method.

B. For grades 7 through 12, four square feet per student of art and/or vocational education space is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction.

3. The SFB space requirements do not recognize the need for dedicated classroom space for science in grades K-8. An undefined amount of space within the regular classroom is considered adequate. Thus as with music and arts the classrooms dedicated to science such as Odyssey of the Mind or the Robotics clubs are counted as a standard classroom for calculating capacity by the SFB. The District is focused on bringing STEM programs to all elementary schools as supported by the Governing Board. Exclusion of these spaces when calculating the District's site capacity is an essential step in recognizing the programmatic needs of STEM education at all elementary sites.

R7-6-245. Science Facilities

A. A school facility with students in grades 5 through 12 shall have classroom space to deliver practical science instruction, or classroom space for an alternate science delivery method.

1. For grades five through eight no space is required beyond the academic classroom requirement. For grades 9 through 12, four square feet per student of practical and instructional science space is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction.

B. A school facility with students in grades 5 through 12 that delivers practical science instruction shall have science fixtures and equipment, in accordance with R7-6-246 as modified from time to time. If an alternate science delivery method is used by a district, a school facility shall have science fixtures and equipment for students in grades 5 through 12 that are an alternate equivalent to the science fixtures and equipment identified in R7-6-246.

Given this information the chart on the next page represents District Staff's capacity analysis of elementary schools. An explanation of the column headings and the calculations used is provided to help clarify the discussion.

1. The first column is the school name

2. Second column is the enrollment on December 2, 2015.

3. The third column "Current Building Configuration / Staffing Allocation" is the capacity of the school's classrooms based on the staffing formula used to allocate teachers (27.75) and rounded down to the nearest whole number. Only classrooms in use specifically for full time instruction or vacancy classrooms were used in the calculation. Classrooms designated for programmatic needs, such as Speech Therapy, REACH, Success, and Preschool programs were excluded.

4. Fourth column is the percentage of capacity based on enrollment divided by the Staffing Allocation capacity.

5. Fifth column "Current Configuration / Maximum Student Load" is the capacity of the school's classrooms based on the maximum allowed student load per teacher and grade level based on regulation IIB-R and rounded down to the nearest whole number. Only classrooms in use specifically for full time instruction or vacancy classrooms were used in the calculation. Classrooms designated for programmatic needs, such as Speech Therapy, REACH, Success, and Preschool programs were excluded.

6. The sixth column is the percentage of capacity based on enrollment divided by the Maximum Student Load capacity.

7. Seventh column "Targeted Building Capacity" is the capacity of the school's classrooms based on the maximum allowed student load per teacher and grade level based on regulation IIB-R and rounded down to the nearest whole number. All designed classrooms are used. Classrooms designated for programmatic needs, such as Speech Therapy, REACH, Success are included with these programs being consolidated in classroom areas and shared along with the use of the library, media centers, or multi-purpose rooms to fill these needs. Music, art, and computer labs continue to be excluded.

8. The eighth column is the percentage of capacity based on enrollment divided by the Targeted Building Capacity.

Ultimately, the question is: what is the capacity of our elementary schools? District Administration recommends for discussion the use of a capacity range. The true capacity of a school site is dependent upon the specific academic needs of the students and the academic program requirements directed by the Board. Thus the capacity of each school is somewhere between the capacities based on Maximum Student Load, column 5 and Targeted Building Capacity, column 7.

School Name	Total Enrollment	Current Building Configuration / Staffing Allocation	% of Capacity Based on Staffing Allocation	Current Configuration / Maximum Student Load	% of Capacity Based on Maximum Student Load	Targeted Building Capacity	% of Targeted Capacity
Copper Creek Elementary	551	505	109%	611	90%	960	57%
Coronado (ES only)	443	459	97%	595	74%	576	77%
Donaldson Elementary	312	452	69%	484	64%	460	68%
Harelson Elementary	529	620	85%	715	74%	650	81%
Holaway Elementary	369	598	62%	642	57%	710	52%
Keeling Elementary	455	630	72%	656	69%	600	76%
Mesa Verde Elementary	384	682	56%	814	47%	700	55%
Nash Elementary	463	702	66%	754	61%	810	57%
Painted Sky Elementary	499	620	80%	670	74%	800	62%
Prince Elementary	645	589	110%	594	109%	864	75%
Rillito School	87	120	73%	168	52%	140	62%
Rio Vista Elementary	487	589	83%	594	82%	800	61%
Walker Elementary	504	496	102%	726	69%	630	80%
Wilson (ES only)	629	621	101%	809	78%	792	79%
Total	6357	7683	83%	8832	72%	9492	67%

STEM School Programming

New STEM School Committee Work Summary

Background

In September of 2014, we were given a charge to establish committees made up of parents, teachers, administrators and community members to envision what an elementary school would look like if the instruction at the school focused on Science, Technology, Engineering and Mathematics (STEM) education. Multiple committee meetings were held to discuss STEM education, formulate a vision, mission and beliefs, and discuss how this type of instructional program would influence the building design. The committees developed a vision, mission and beliefs, and then made recommendations for spaces and places within the building design which would allow teachers to facilitate and instruct children toward the desired outcomes.

The vision, mission, beliefs, and values that were developed during these sessions are presented here for review. In addition, the committees provided the architect with building design suggestions which were aligned with the instructional focus. Over the past two years, the original ideas from the committees formed the basis for weekly design discussions between district staff and our architect, Mark Bollard of SWAIM and Associates. CORE Construction attended every meeting and provided valuable input which informed the final design and kept the project on budget.

The vision for the school and a summary of the input to the final design are provided here in narrative and chart formats.

Vision

At "STEM ELEMENTARY" we provide an active child-centered environment where diversity is embraced and learning is personalized. Children are supported and facilitated in their learning by prominent, highly skilled, and collaborative professionals who orchestrate curriculum and resources for self-directed students. The sciences are woven into all aspects of learning providing limitless possibilities. Our students develop and utilize leadership and collaborative skills and learn to communicate effectively. Technology and the arts enrich and celebrate their learning. Children are engaged in "hands-on" and "minds-on" relevant curriculum and instruction, in an atmosphere of high expectations for all. We establish a place where the natural curiosity of children is fostered through inquiry and exploration, and provide relevant and meaningful choices which motivate and inspire. Critical thinking, creative thinking and engineering design thinking are taught and developed in all aspects of the learning process. High achievement is the valued outcome.

To be successful in our endeavors, we build and sustain collaborative relationships both with students and their families, and with our community partners.

Our school is a living laboratory inside and out. We have a sustainable "green" campus which is a model for the community. *At STEM ELEMENTARY, we prepare our students for their future.*

Mission

The children of "STEM ELEMENTARY" are critical and creative problem solvers who are empowered to be innovative leaders for tomorrow.

Values

We value…

- Student learning
- Learning that supports the physical, intellectual, emotional and social development of children
- Building strong, caring, positive relationships
- Kindness
- Diversity
- Fairness and honesty
- Responsibility and respect for others
- A curriculum that integrates core subjects, the arts and physical fitness
- Inquiry and exploration
- Creativity
- Critical thinking and problem solving
- Collaboration
- Student directed learning
- Personalized instruction
- Innovative technology
- A sustainable, green campus
- Community STEM partnerships

Beliefs

We believe…

- All children are unique, diverse, and learn differently
- In reaching students through different learning modalities and styles
- Children are born with a natural curiosity which must be encouraged and sustained in order to foster innovation
- Diversity enriches our lives and our community
- Teachers are facilitators of learning by orchestrating curriculum and resources for students
- Collaboration is foundational to our success
- High expectations for all
- Student directed learning creates life-long learners (a never ending process)
- Student engagement through hands-on and minds-on learning
- In fostering intrinsic motivation to learn in a student centered environment
- With the support from home, community and school, each child will be successful
- Learning is active and engaging where students utilize critical thinking, creative thinking, problem solving, and design thinking
- Our learning community is enhanced by, and connected through, the arts
- Technology is a tool for learning, research, and communication of ideas
- In partnerships with businesses, parents, and the community
- A green campus will help promote a green community
- Our school community is a safe and caring environment
- In preparing our students for their future

Building Design Implications Based on the Vision, Mission, and Beliefs

The vision of STEM Elementary suggests a different kind of learning space for students. Committee members provided additional guidance to the architect on the types of spaces that would best match the curriculum design. The creativity of the committee, and the creativity of the architect, resulted in a design that will be both practical from a maintenance point of view, and highly engaging from the instructional perspective.

Narrative of the Building Design

The school is designed with three core instructional areas: one for kindergarten and first grade (Youngers), one for second and third grade (Middlers), and one for fourth and fifth grade (Olders). The "Youngers" area has larger classroom spaces which will allow for more hands-on learning and projects within the comfort and security of their own classroom. The "Middlers" and "Olders" instructional areas each have six classrooms designed around a common learning area with space provided for small group activities and presentations in the center of the building, outside the classroom, but still within the safe oversight of their teachers. In addition, the "Middlers" and "Olders" buildings have large

learning lab/maker spaces where teachers can work with their students on experiments and projects in a larger, specially equipped area with adequate storage space for materials and student work; these rooms have adequate electrical, sink/water, and technology connections. All three core instructional buildings have an outdoor learning space as well with water harvesting tanks, built in garden spaces, and places for students to conduct experiments and work together. What do children do in these STEM designed spaces? Build, experiment, create, test, improve designs, experiment with materials, collaborate, and present their findings.

A "commons" area is designed to house the Media Center (library), two computer labs, the cafeteria, a music room, an art room with indoor and outdoor space, and an indoor and outdoor stage/performance area. This building will afford students the opportunity to study, present, research and perform. The space will accommodate larger audiences for performances by students or presentations for students by guest speakers.

A building specifically for physical education is included in the design. This building will allow students to continue their physical fitness activities regardless of the weather and outdoor temperatures. In addition, this building is situated with easy access to the parking lot so that the facility can be used for after school care and activities.

The outdoor space will become a learning laboratory for the children. Outdoor classrooms, spaces for planting, and a section of the grounds which will be left in its natural state to study the desert and nature. Water harvesting will be built into the entire design. Plants native to the site will remain in a number of areas including the front along Desert Fairways, the large iconic saguaro will be near the school entrance, and a desert Palo Verde tree will be a focal point in the courtyard. A weather station will be established and monitored by students.

Students at the school will be able to learn from the building itself. They will be able to see and record water collection in the harvesting tanks, observe how the plumbing and electricity works, and watch the energy consumption of the building in real time on computer screens.

The office building is designed for high visibility to the parking area and is capable of quick lock down for security purposes. There is designated office space for the principal and three other office spaces for the school psychologist, school resource officer, etc. The office building includes a teacher work area and lounge, a behavior intervention monitor room, and a health office. Spaces are also designed for storage of student records and supplies.

Timeless learning opportunities will be built into the actual buildings and grounds. For example, concrete slopes at various angles will be built into outdoor classroom areas to allow for experimentation in physics. Measurements of height in standard measurement and metrics will be marked on posts or walls, blank timelines will allow for students to post their research on historical events, circles on the floor of the physical education building will assist in teaching circumference and radius, places to hang pulleys will be accessible, and maker labs will be equipped to foster scientific and engineering design thinking.

Curriculum Integration Concepts within the Building Design		
Possible Built in Learning Opportunities for Youngers (Grades K and 1)	**Possible Built in Learning Opportunities for Middlers (Grades 2 and 3)**	**Possible Built in Learning Opportunities for Olders (Grades 4 and 5)**
• Five senses focus • Habitats • Tactile letters and numbers • Numbers, Interchangeable word wall, magnetic • Metal wall surfaces for magnets	• Fraction models (e.g., circle, square, rectangle) • Number lines • Simple machines • Sundial • Timeline • Water cycle • Sound bars • Magnetic wall for tube structures • Weather station	• Angles • Visible meters and circuits • Weather station • AZ, US and World Maps • Cache path in the habitat • Built in niches for animals in habitats (e.g., hermit crabs, insects, hamster, fish, etc.) • Ramps with measurements • Walls and tables you can write on • Hooks for pulleys • Timeline along a wall

Curriculum and Instructional Design	Building Design Implications
Collaborative practices will be the norm for students and staff.	School design includes places where students can work in varying sized groupings. Staff will have areas to work as a whole team, and in smaller professional learning communities.
Curriculum will be environmentally friendly and students will have hands-on and minds-on learning experiences.	Building and land use issues include solar power, rain harvesting, gardening areas, biomes and habitats. Places where students can examine the energy usage of the building, track the weather, etc. All of which will enhance the hands-on nature of the curriculum.
Community partnerships will be utilized to enhance learning experiences for students.	The media center will have a location where community partners could work with students and/or share resources.
Children will be encouraged to be physically fit.	Play spaces allow students to run and play games safely, climb safely, etc.
Natural light is required for growing organisms and studies of life cycles.	Windows provide natural lighting as appropriate.
Students will produce large and small projects that may be on-going.	Work spaces accommodate these tasks and storage spaces are built into the maker spaces. Some walls provide interactivity, window seats with storage, and wall nooks for displays are included in the overall design.
Students will be performing and presenting.	Performance spaces (e.g., an amphitheater, stage) are included in the Commons area and the classroom areas.
The curriculum requires the use of materials and resources that will need management and "clean-up" space.	Every classroom has a large sink so that both students and the teacher can clean up after experiments and projects. Maker spaces have additional sink areas and work areas.
There are many supplies required for this type of learning.	Classrooms are designed with ample built in storage.
There will be a need for students to work in a variety of small groups but will still need supervision and oversight by the teacher.	Each classroom building has specialized work spaces for students which allow for hands-on and minds-on work.
Technology will need to be transparent and available at all times.	The building will be both wireless and hard wired.
Students will be conducting research on and off line and will need to access quality children's literature.	The design includes a Media Center/Library "hub" that includes both paper and electronic resources/books. It is an engaging space that draws people in. This may also be a

	community resource where "ask a scientist", "genius corner" would occur.
Special needs/differentiation areas/intervention areas.	Smaller/half sized classrooms for specialized services are built into each classroom building.
Science will be integrated in all areas.	Science lab/maker spaces are located in the classroom buildings.
Curriculum will be personalized and not necessarily based on a traditional grade level concept.	Overall design of the school should have pods or clusters of rooms and spaces designed for the "size" of the students. Primary/intermediate…."youngers", "middlers" and "olders". The building design is flexible to allow for traditional grade level groups or combinations of two levels.
Project work is noisy and active.	Acoustics are high quality throughout the building.
There will be a need for students to work alone or in pairs.	A space in each classroom and work area where a student, or two, can go to work are included.
Projects require printing, access to technology, etc.	Mini-media areas in each pod where students and teachers can go to print or copy something that is needed as they work in their daily routine.
We want the children to be physically active and we will promote healthy practices.	Play and work spaces allow for movement.
Curriculum will require outdoor work.	There are outdoor shaded porches or patios for student work.
Use of natural light is healthy and cost effective.	Solar tube lighting, sky lighting and use of windows will address this need.
The curriculum will be enhanced by the building itself.	Measurement wall built into the building, open walls and windows to building functions, solar panels with energy calculators, etc.
Student performance will be integrated into the curriculum on a large and small scale.	Mini-stages in each pod, two level performance space, stairs with seating, performance area in the media center/library space, etc. are included in the final design.

Curriculum

The curriculum of the school will not be detailed and finalized until the decision is made to build the school, and core staff for the new school are identified. Some guidance for the curriculum is provided in the mission, vision, values, and beliefs. Students at this school will focus on STEM, however, they will also have a well-rounded approach to elementary education with a strong reading and language arts curriculum and instruction in music and art. The Arizona State Standards will establish the base from which to build curriculum in all areas.

Two processes will be taught consistently throughout the school; the Scientific Method and the Engineering Design Process. Teachers will be trained in the inquiry method of instruction and students will know and use the processes regularly.

Scientific Method	Engineering Design Process
➢ Identify a problem ➢ Test ➢ Analyze data and draw conclusions ➢ Communicate	➢ Ask ➢ Research ➢ Imagine ➢ Prototype ➢ Test ➢ Improve ➢ Communicate

STEM School Survey Results

On January 11, 2016, we sent out a survey to all email addresses we have (as shown in Tyler) for elementary parents whose children are enrolled in an Amphi school (grades K-4). As of Friday, January 22, 2016, when the survey closed there were 874 respondents. Of these respondents, 825 answered the questions directly from the survey they received while 49 answered the questions by using a web link on our home page (we believe these 49 respondents could represent people who may have seen our ad in the Northwest Explorer).

The survey opened with this introductory information:

> New STEM School Parent Survey January 2016
>
> Survey of Amphitheater District parents on the possible new STEM elementary school.
>
> You are receiving this survey because you are a parent of an elementary age student in one of our district schools. We would appreciate your participation in this very brief survey which will take about 3-5 minutes of your time.
>
> Background Information: Amphitheater Unified School District is considering building a K-5 elementary school specializing in Science, Technology, Engineering, and Mathematics (STEM) near Tangerine and La Cañada. Reading, mathematics, writing, and social studies would be taught with an emphasis on STEM. Current research tells us that 65% of all new jobs by 2020 will be in STEM related fields and children who experience STEM early through hands-on learning will have a deeper understanding of STEM concepts when they are older.
>
> The new STEM school would be uniquely designed with areas for students to work on special projects, set up science experiments and observations, and have presentation spaces where students would present their work or community members could come in and share their expertise.
>
> The Amphitheater Unified School District already owns the land for the school site, and the funds to build the school were approved by voters in a bond election in 2007. The school would be slated to open in the Fall of 2017.
>
> The school would have no specific attendance boundaries. All district students would be eligible to enroll, and students from other districts would request open enrollment. Transportation would be provided by the district from many of our current district elementary school sites. Before and after school care would be offered at the school and/or at the student's home school.

Here is a summary of the responses to the survey:

Question One: Do you have children residing in your home who will be preschool or elementary age (grades K-5) in August of 2017?

Yes: 731 (85.1%)

No: 130 (14.9%)

Question Two: How many children will you have at each elementary grade level in the Fall of 2017?

Preschool: 99

Kindergarten: 97

First: 141

Second: 199

Third: 214

Fourth: 228

Fifth: 214

Question Three: If the district were to build this specialized STEM Elementary School, how likely are you to consider enrolling your child?

Highly Likely: 306 (38.8%)

Somewhat Likely: 286 (36.3%)

Not Likely: 130 (16.5%)

Would Not Consider: 66 (8.4%)

Question Four: If you were to enroll your child at this school, would you need before or after school care at this site or at the bus pick up site?

I would need before or after school care at the new STEM school location: 273 (69.3%)

I would need before or after school care at the site where my child is picked up in the morning: 121 (30.7%)

Question Five: The district is considering including a fee-based preschool for children ages 3-5 (but not kindergarten age) at this school site. Would you have a preschool age child in the Fall of 2017 whom you might enroll?

Yes: 97 (12.5%)

No: 53 (6.8%)

I would not have a preschool age child in the fall of 2017: 625 (80.7%)

Question Six: If you are interested in receiving more information on this school, please include your name, email address, mailing address and telephone number so that we can contact you directly.

Breakdown by zip code (Note: 141 of the respondents only gave an email address, not a street address with zip code information)

Tucson		Oro Valley		Marana		Oracle		Catalina	
85724	2	85755	47	85658	3	85623	1	85739	12
85704	29	85737	47	85653	1				
85742	14								
85705	12								
85741	8								
85718	3								
85719	14								
85794	1								
85712	1								
85743	3								
85745	1								
85726	1								
85716	1								
85728	1								
91		94		4		1		12	

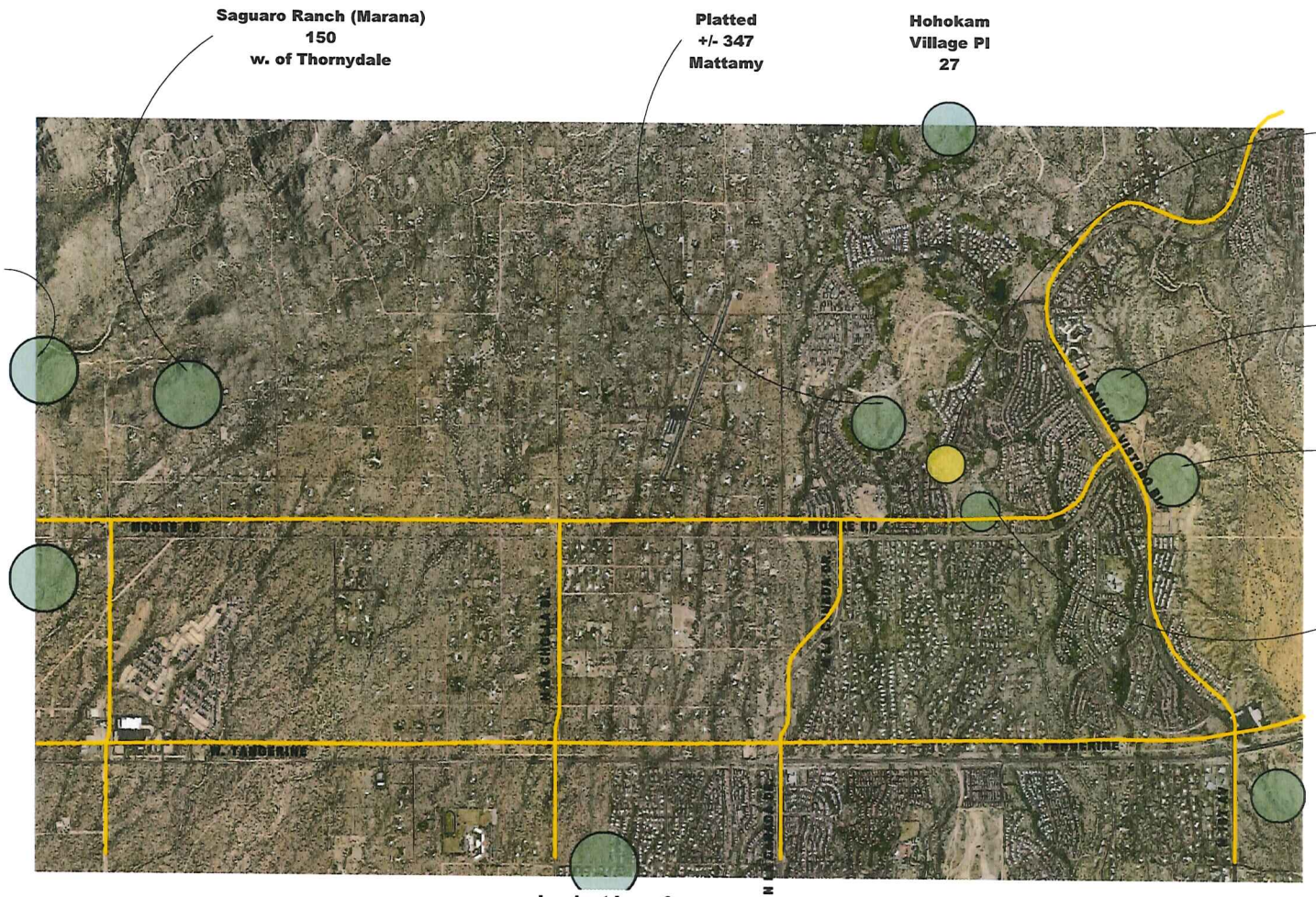
Growth Study

In 2006, the District commissioned a growth and demographic study of the District by Applied Economics. The study, in general, projected some elementary enrollment decline in certain parts of the District with lesser declining enrollment, stable enrollment or increasing enrollment in other parts. Shortly after the growth study was completed, the "Great Recession" began and both area employment and housing starts were grossly affected – in turn, calling some of the predictions of the growth study into question.

Years have passed since the recession began, and its affects are still certainly felt. The recession alone, however, is not responsible for declines in enrollment in this or any other school district in Arizona. The growth of the charter school movement is certainly one other contributing factor.

With the consideration of potential enrollment for the new STEM school perhaps the paramount factor of concern to the Governing Board, a new growth study was commissioned. A summary of its data follows in this section.

Many of the data tables are self-explanatory. Others may require staff interpretation. Mr. Jaeger will be prepared to provide some explanation.



site plan

N.T.S.

swaim
ASSOCIATES LTD
ARCHITECTS AIA

7556 EAST SPEEDWAY 210
TUCSON, ARIZONA 85710
OFFICE (520) 326-3750
FAX (520) 326-1148
www.swaimaia.com

PRELIMINARY

job
1415

date
02/01/16

revisions

AMPHITHEATER SCHOOL DISTRICT #10
NEW ELEMENTARY SCHOOL
W. DESERT FAIRWAYS DR.
ORO VALLEY, AZ 85755

future home development

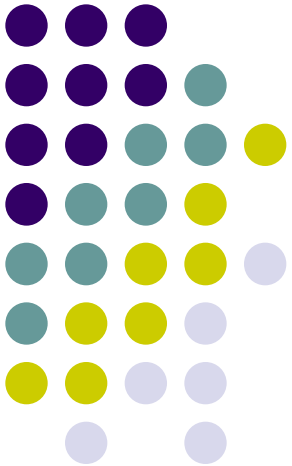
x1.0

Amphitheater Unified School District

Demographic and Enrollment Analysis

Draft Results

January 29, 2016

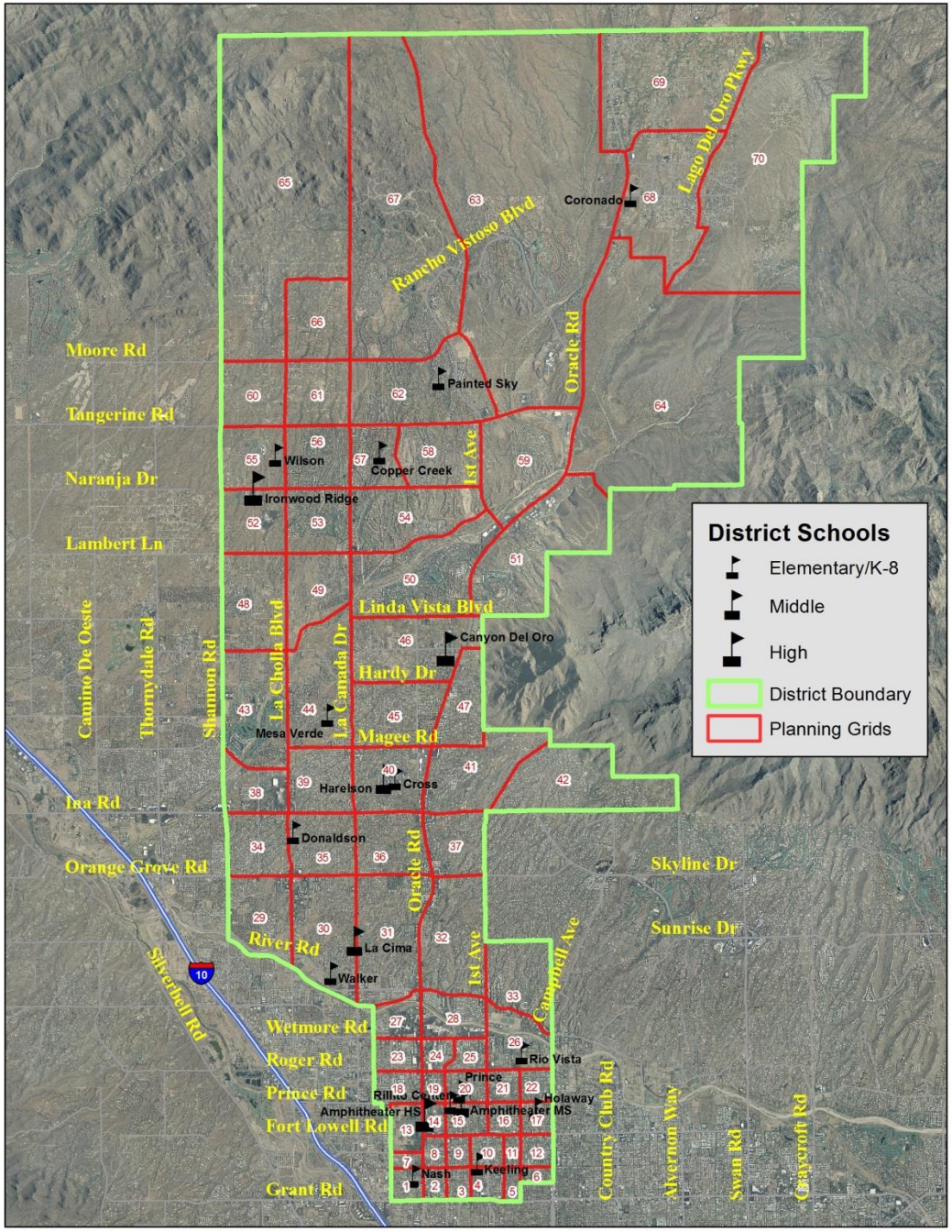


Applied Economics

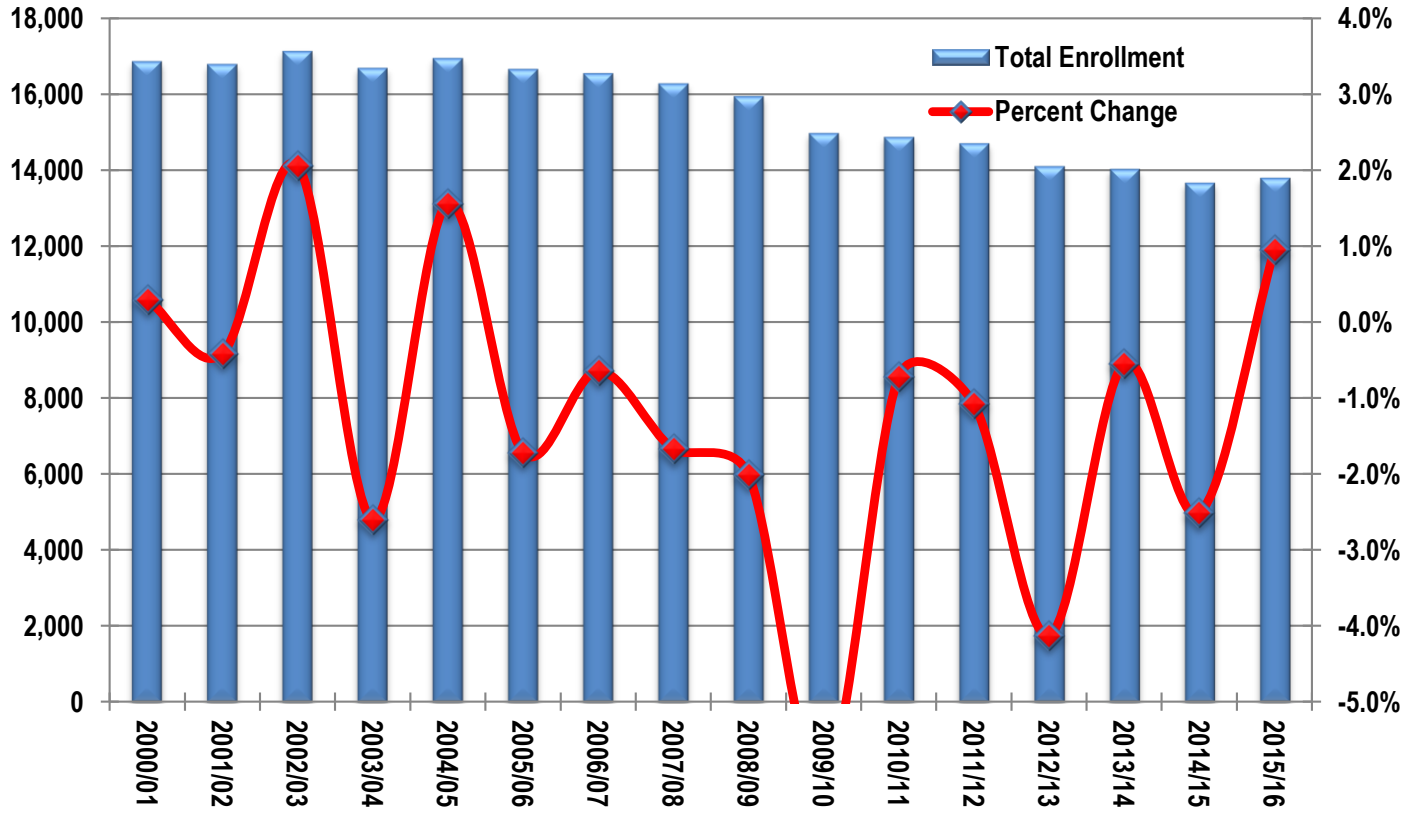
Results Outline

- **Planning Area Geography**
- **Enrollment Trends**
  - Level and grade distribution
  - Geographic distribution
- **Demographic Characteristics**
  - Census trend data
  - Current estimates
- **Enrollment Projections**
  - District
  - Sub-district

Grid Planning Geography

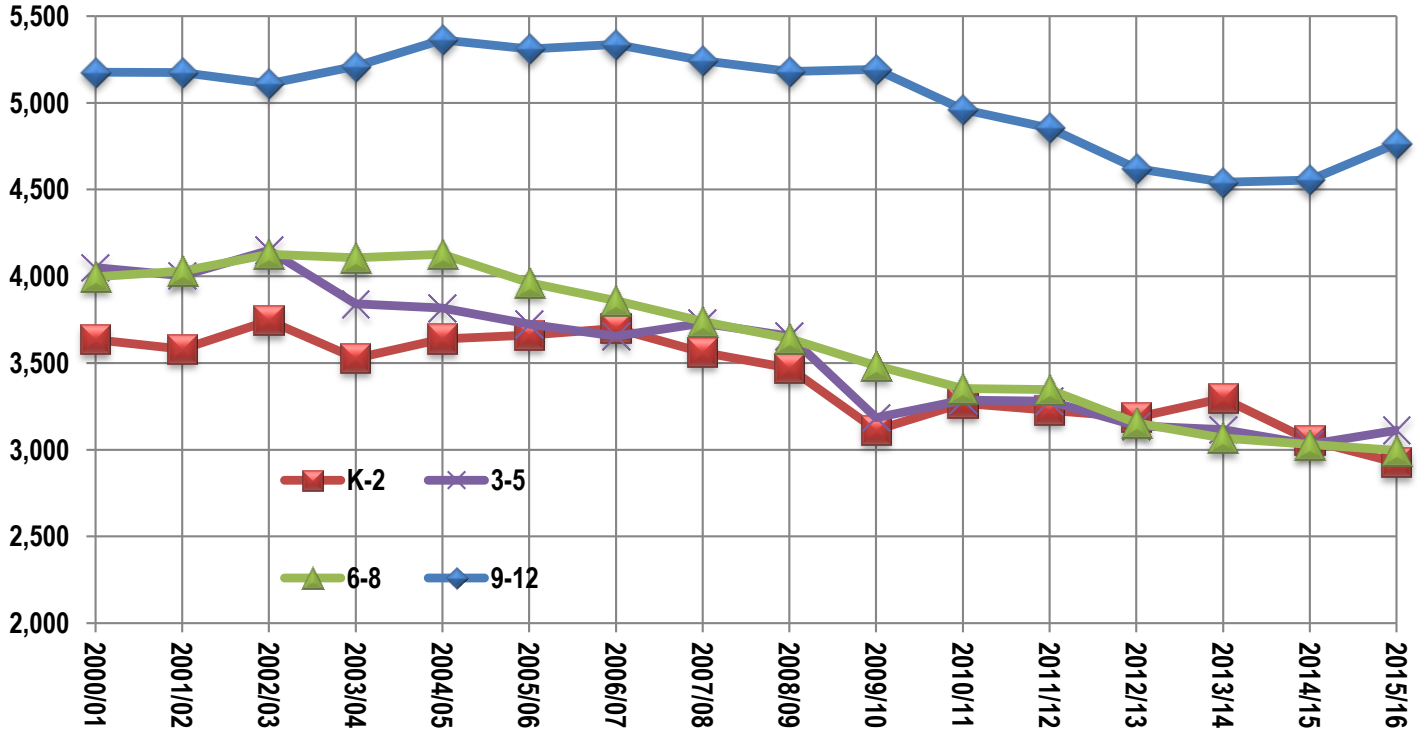


Enrollment Trends - 40th Day Enrollment



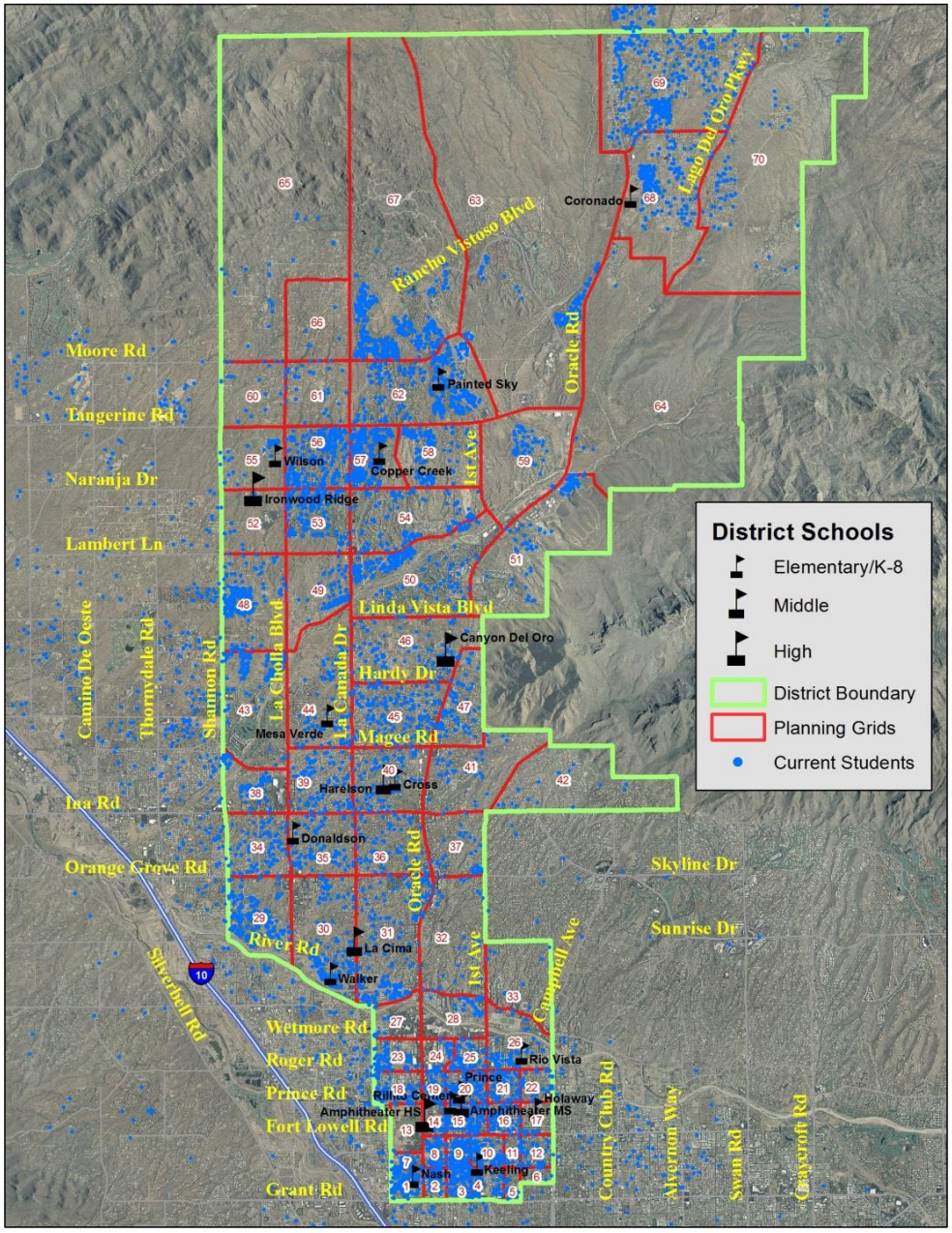
Source: Amphitheater Unified School District.

Enrollment Composition

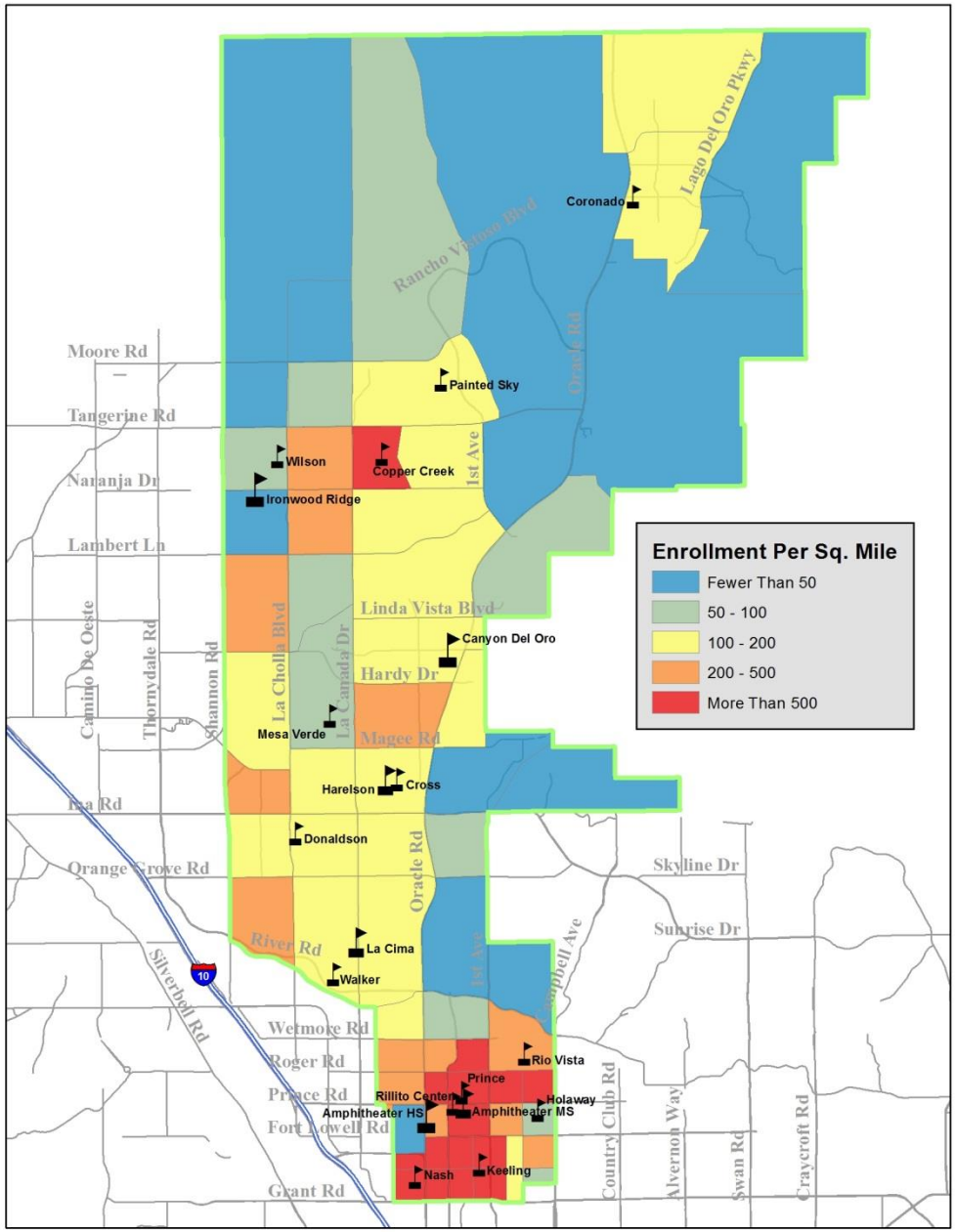


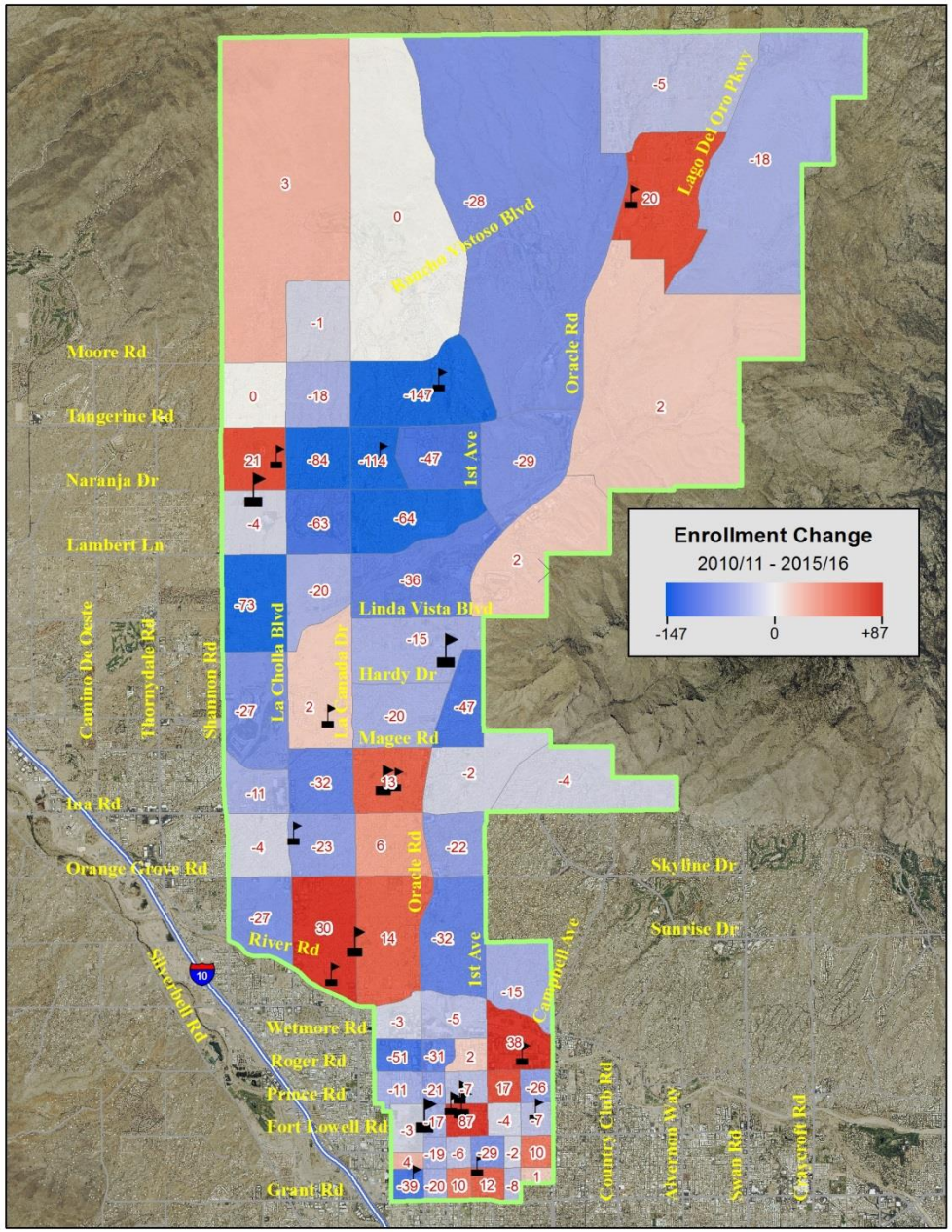
Source: Amphitheater Unified School District.

Student Location



Enrollment Density

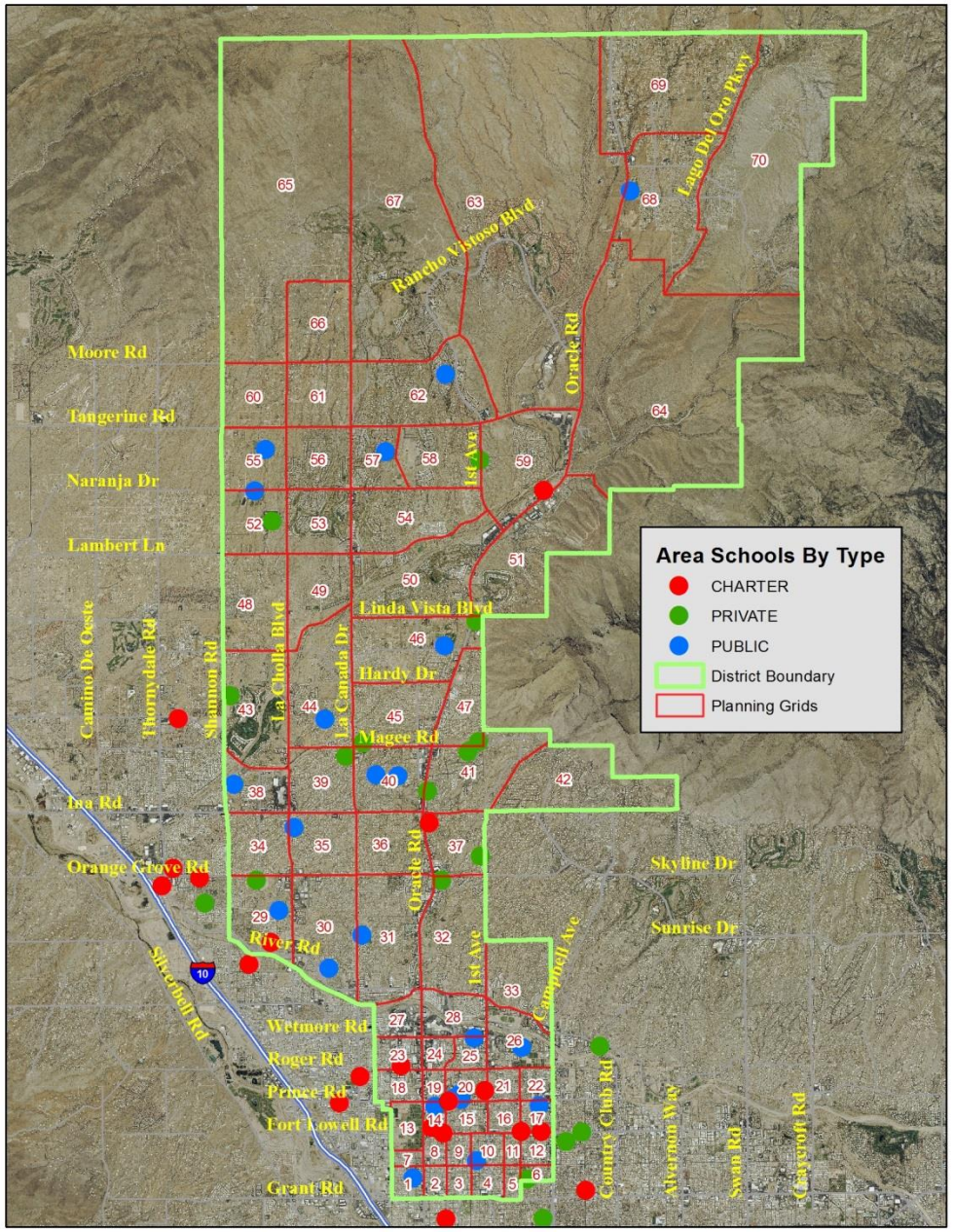




Enrollment Change

2010/11 – 2015/16

Alternative Providers



Alternative Providers

Charter Schools				Total
Name	Address	City	Zip	K-12
In-District				
BASIS Oro Valley	11155 N. Oracle Rd.	Oro Valley	85737	550
Desert Rose Academy Charter School	326 W. Fort Lowell Rd.	Tucson	85705	214
EDGE High School - Northwest	231 W. Giaconda Way	Tucson	85716	74
Montessori Schoolhouse	1301 E. Ft. Lowell Rd.	Tucson	85719	73
Presidio School	1695 E. Ft. Lowell Rd.	Tucson	85719	413
Satori Charter School	3727 N. First Ave.	Tucson	85719	169
Sonoran Science Academy - Tucson	2325 W. Sunset Rd.	Tucson	85741	696
Tucson Collegiate Prep	40 W. Fort Lowell Rd.	Tucson	85705	53
Tucson Preparatory School	104 E. Prince Rd.	Tucson	85705	148
In-District Total				2,390
Nearby *				
Academy Adventures Primary School	3902 N. Flowing Wells Rd.	Tucson	85705	92
Academy of Math and Science	1557 W. Prince Rd	Tucson	85705	412
ACE Charter High School	1915 E. 36th St.	Tucson	85713	41
Carden of Tucson	5260 N. Royal Palm Dr.	Tucson	85705	129
Legacy Traditional School - Marana	3500 W. Cortaro Farms Rd.	Tucson	85742	1,157
Lifelong Learning Academy	3295 W. Orange Grove	Tucson	85741	34
Mountain Rose Academy	3686 W. Orange Grove Rd.	Tucson	85741	245
Ombudsman - Charter Central	1525 N. Oracle Rd.	Tucson	85705	63
Pima Partnership Academy	1346 N. Stone Ave.	Tucson	85705	330
Southern Arizona Community High School	2470 N. Tucson Blvd.	Tucson	85716	212
Nearby Total				2,715

Source: Arizona Department of Education, 2015; Applied Economics 2016.

* Located within 1 mile of the Amphitheater District boundary.

Alternative Providers

Charter Schools In the District

School Year	#Schools	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total K-12	Annual Change
2008-09	7	81	107	114	113	101	93	112	116	109	112	154	194	276	1,682	
2009-10	7	91	113	115	127	116	104	111	134	124	129	149	184	382	1,879	197
2010-11	8	92	113	128	125	135	269	275	223	207	151	161	162	434	2,475	596
2011-12	8	100	115	136	132	117	276	310	285	213	161	165	204	339	2,553	78
2012-13	9	92	128	121	134	133	236	254	253	240	198	190	218	430	2,627	74
2013-14	9	96	125	141	125	127	244	257	279	254	212	202	177	325	2,564	(63)
2014-15	9	89	125	122	134	117	122	270	249	228	167	201	209	357	2,390	(174)

Source: Arizona Department of Education, 2015; Applied Economics 2016.

Charter Schools Nearby

School Year	#Schools	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total K-12	Annual Change
2008-09	10	97	73	81	64	59	53	84	127	149	83	122	204	318	1,514	
2009-10	10	75	64	43	57	51	44	72	97	147	78	136	194	435	1,493	(21)
2010-11	11	137	119	83	101	71	68	87	105	128	68	120	182	490	1,759	266
2011-12	12	202	199	178	144	157	144	157	155	139	92	131	186	456	2,340	581
2012-13	12	257	255	225	235	201	175	210	225	202	73	149	179	439	2,825	485
2013-14	11	234	243	226	224	222	188	168	202	196	70	125	203	410	2,711	(114)
2014-15	11	244	234	239	227	211	211	202	173	185	68	120	187	414	2,715	4

Source: Arizona Department of Education, 2015; Applied Economics 2016.

Alternative Providers

Private Schools				Total
Name	Address	City	Zip	K-12
In-District				
Ascension Lutheran School	1220 W Magee Rd	Tucson	85704	28
Casa Ninos School Of Montessori-North	1 W Orange Grove Rd	Tucson	85704	-
Casas Christian School	10801 N La Cholla Bl	Tucson	85742	233
Faith Community Academy	2551 W Orange Grove Rd	Tucson	85741	60
Immaculate Heart Academy	410 E Magee Rd	Tucson	85704	239
Immaculate Heart High School	625 E Magee Rd	Tucson	85704	60
Kino School	6625 N 1St Av	Tucson	85718	50
Pusch Ridge Christian Academy	9500 N Oracle Rd	Tucson	85704	483
Resurrection Lutheran Child Development	11575 N 1St Ave	Oro Valley	85737	15
Salpointe Catholic High School	1545 E Copper St	Tucson	85719	1,039
St Elizabeth Ann Seton School	8650 N Shannon Rd	Tucson	85742	423
St Marks Early Childhood Center	1431 W Magee Rd	Tucson	85704	13
The Learning Lab-North Campus	7400 N Oracle Rd	Tucson	85704	18
In-District Total				2,661
Nearby *				
Al-Huda Islamic School	2800 E River Rd	Tucson	85718	36
Green Fields Country Day School	6000 N Camino De La Tierra	Tucson	85741	144
International School Of Tucson	1701 E Seneca Street	Tucson	85719	101
Northminster Christian School	2450 E Fort Lowell Rd	Tucson	85719	34
Ss Peter & Paul Catholic School	1436 N Campbell Ave	Tucson	85719	392
Tucson Community School	2109 E Hedrick Dr	Tucson	85719	10
Nearby Total				717

Source: Arizona Department of Education, 2015; National Center for Education Statistics, 2015, Applied Economics 2016.

* Located within 1 mile of the Amphitheater District boundary.

Demographic Characteristics

	1990 Census		2000 Census		2010 Census		2015 Estimate		Change (2000-2010)		Change (2010-2015)	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent*	Total	Percent*
Population												
Total	89,596	100.0%	122,646	100.0%	134,975	100.0%	138,909	100.0%	12,329	1.0%	3,934	0.3%
By Race & Ethnicity:												
White	72,173	80.6%	93,192	76.0%	93,120	69.0%	94,198	67.8%	-72	0.0%	1,078	0.1%
African American	1,976	2.2%	2,401	2.0%	3,466	2.6%	3,823	2.8%	1,065	3.7%	357	1.0%
Native American	836	0.9%	1,387	1.1%	1,500	1.1%	1,533	1.1%	113	0.8%	33	0.2%
Asian	1,708	1.9%	3,099	2.5%	4,854	3.6%	5,315	3.8%	1,754	4.6%	461	0.9%
Hispanic	12,735	14.2%	22,432	18.3%	31,843	23.6%	33,843	24.4%	9,411	3.6%	2,000	0.6%
Other	168	0.2%	134	0.1%	191	0.1%	197	0.1%	57	3.6%	6	0.3%
By Age:												
Age 0-4	5,626	6.3%	6,931	5.7%	7,184	5.3%	5,710	4.1%	253	0.4%	-1,474	-2.3%
Age 5-13	9,917	11.1%	13,209	10.8%	12,832	9.5%	11,881	8.6%	-378	-0.3%	-950	-0.8%
Age 14-17	4,297	4.8%	6,075	5.0%	6,361	4.7%	6,152	4.4%	286	0.5%	-209	-0.3%
Age 18-24	10,735	12.0%	13,480	11.0%	14,777	10.9%	15,189	10.9%	1,297	0.9%	413	0.3%
Age 25-44	28,998	32.4%	33,345	27.2%	30,770	22.8%	28,490	20.5%	-2,575	-0.8%	-2,279	-0.8%
Age 45-64	16,248	18.1%	28,536	23.3%	37,015	27.4%	39,998	28.8%	8,479	2.6%	2,984	0.8%
Age 65 Up	13,775	15.4%	21,070	17.2%	26,038	19.3%	31,488	22.7%	4,968	2.1%	5,450	1.9%
Housing Units												
Total	44,343	100.0%	59,202	100.0%	67,409	100.0%	69,030	100.0%	8,207	1.3%	1,621	0.2%
Occupied	38,754	87.4%	53,496	90.4%	59,465	88.2%	61,920	89.7%	5,969	1.1%	2,455	0.4%
Owner	19,955	45.0%	30,806	52.0%	33,992	50.4%	52,808	76.5%	3,186	1.0%	18,816	4.5%
Renter	18,799	42.4%	22,690	38.3%	25,472	37.8%	9,112	13.2%	2,783	1.2%	-16,360	-9.8%
Vacant	5,589	12.6%	5,706	9.6%	7,945	11.8%	7,110	10.3%	2,239	3.4%	-834	-1.1%
Seasonal Vacant			2,065	3.5%	2,557	3.8%	2,761	4.0%	492	2.2%	204	0.8%
By Unit Type:												
Single Family	27,228	61.4%	38,815	65.6%	46,416	68.9%	47,254	68.5%	7,601	1.8%	838	0.2%
Multifamily	17,115	38.6%	20,387	34.4%	20,993	31.1%	21,776	31.5%	606	0.3%	783	0.4%
Households												
Total	38,754	100.0%	53,496	100.0%	59,465	100.0%	61,920	100.0%	5,969	1.1%	2,455	0.4%
Population Per	2.31		2.29		2.27		2.24		-0.02	-0.1%	0	-0.1%

Sources: U.S. Bureau of the Census, 2000 and 2010; Applied Economics, 2015.

* Compound annual rate of change.

Household Characteristics

	2000		2010		Change (2000-2010)	
Total Households	53,496	100.0%	59,465	100.0%	5,969	11.2%
Households with Kids	13,551	25.3%	14,355	24.1%	804	5.9%
Under 6 only	3,525	6.6%	3,501	5.9%	-24	-0.7%
Under 6 and 6 to 17	2,523	4.7%	2,815	4.7%	292	11.6%
6 to 17 only	7,503	14.0%	8,233	13.8%	730	9.7%
Couple	9,508	17.8%	8,713	14.7%	-795	-8.4%
Under 6 only	2,445	4.6%	2,002	3.4%	-443	-18.1%
Under 6 and 6 to 17	1,935	3.6%	1,800	3.0%	-135	-7.0%
6 to 17 only	5,128	9.6%	4,911	8.3%	-217	-4.2%
Single Parent	4,043	7.6%	5,836	9.8%	1,793	44.4%
Under 6 only	1,080	2.0%	1,451	2.4%	371	34.4%
Under 6 and 6 to 17	588	1.1%	1,002	1.7%	414	70.5%
6 to 17 only	2,375	4.4%	3,189	5.4%	814	34.3%
Households without Kids	39,945	74.7%	45,109	75.9%	5,164	12.9%
Couple	15,260	28.5%	16,986	28.6%	1,726	11.3%
Single	2,905	5.4%	3,411	5.7%	506	17.4%
Non-family	21,780	40.7%	24,713	41.6%	2,933	13.5%
Households by Age of Householder						
15 to 24	5,187	9.7%	4,661	7.8%	-527	-10.2%
25 to 34	8,172	15.3%	8,199	13.8%	27	0.3%
35 to 44	10,502	19.6%	8,160	13.7%	-2,342	-22.3%
45 to 54	9,872	18.5%	10,836	18.2%	964	9.8%
55 to 64	6,766	12.6%	11,043	18.6%	4,277	63.2%
65 to 74	6,481	12.1%	7,948	13.4%	1,467	22.6%
Over 75	6,516	12.2%	8,618	14.5%	2,102	32.3%

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

Demographic Projections

Year	Population	Housing Units	New Units (Lagged)	Occupancy Rate	Households	Pop/HH
1990/91	**89,596**	**44,343**		**87.4%**	**38,754**	**2.312**
2000/01	**122,646**	**59,202**		**90.4%**	**53,496**	**2.293**
2001/02	**126,082**	**60,902**	**1,700**	**90.6%**	**55,171**	**2.285**
2002/03	**129,141**	**62,117**	**1,215**	**90.8%**	**56,413**	**2.289**
2003/04	**130,487**	**62,773**	**656**	**91.0%**	**57,152**	**2.283**
2004/05	**132,250**	**63,446**	**673**	**91.3%**	**57,909**	**2.284**
2005/06	**134,250**	**64,272**	**826**	**91.5%**	**58,809**	**2.283**
2006/07	**134,978**	**65,119**	**847**	**90.8%**	**59,156**	**2.282**
2007/08	**135,671**	**65,987**	**868**	**90.2%**	**59,511**	**2.280**
2008/09	**136,012**	**66,711**	**724**	**89.5%**	**59,725**	**2.277**
2009/10	**135,791**	**67,174**	**463**	**88.9%**	**59,699**	**2.275**
2010/11	**134,975**	**67,409**	**235**	**88.2%**	**59,465**	**2.270**
2011/12	**135,432**	**67,539**	**130**	**88.5%**	**59,780**	**2.266**
2012/13	**136,326**	**67,955**	**416**	**88.8%**	**60,350**	**2.259**
2013/14	**136,857**	**68,124**	**169**	**89.1%**	**60,702**	**2.255**
2014/15	**137,934**	**68,616**	**492**	**89.4%**	**61,345**	**2.249**
2015/16	**138,909**	**69,030**	**414**	**89.7%**	**61,920**	**2.243**
2016/17	139,085	69,171	**141**	89.8%	62,088	2.240
2017/18	139,599	69,494	**323**	89.8%	62,420	2.236
2018/19	140,239	69,879	**385**	89.9%	62,807	2.233
2019/20	140,951	70,301	**422**	89.9%	63,229	2.229
2020/21	141,648	70,710	**409**	90.0%	63,639	2.226
2021/22	142,649	71,146	**436**	90.0%	64,031	2.228
2022/23	143,621	71,559	**413**	90.0%	64,403	2.230
2023/24	144,706	72,044	**485**	90.0%	64,840	2.232
2024/25	145,667	72,452	**408**	90.0%	65,207	2.234
2025/26	146,564	72,827	**375**	90.0%	65,544	2.236
2015/16 - 2025/26			3,797		3,624	

Source: Applied Economics, 2016.

***Bolding indicates actuals.**

Enrollment Projections

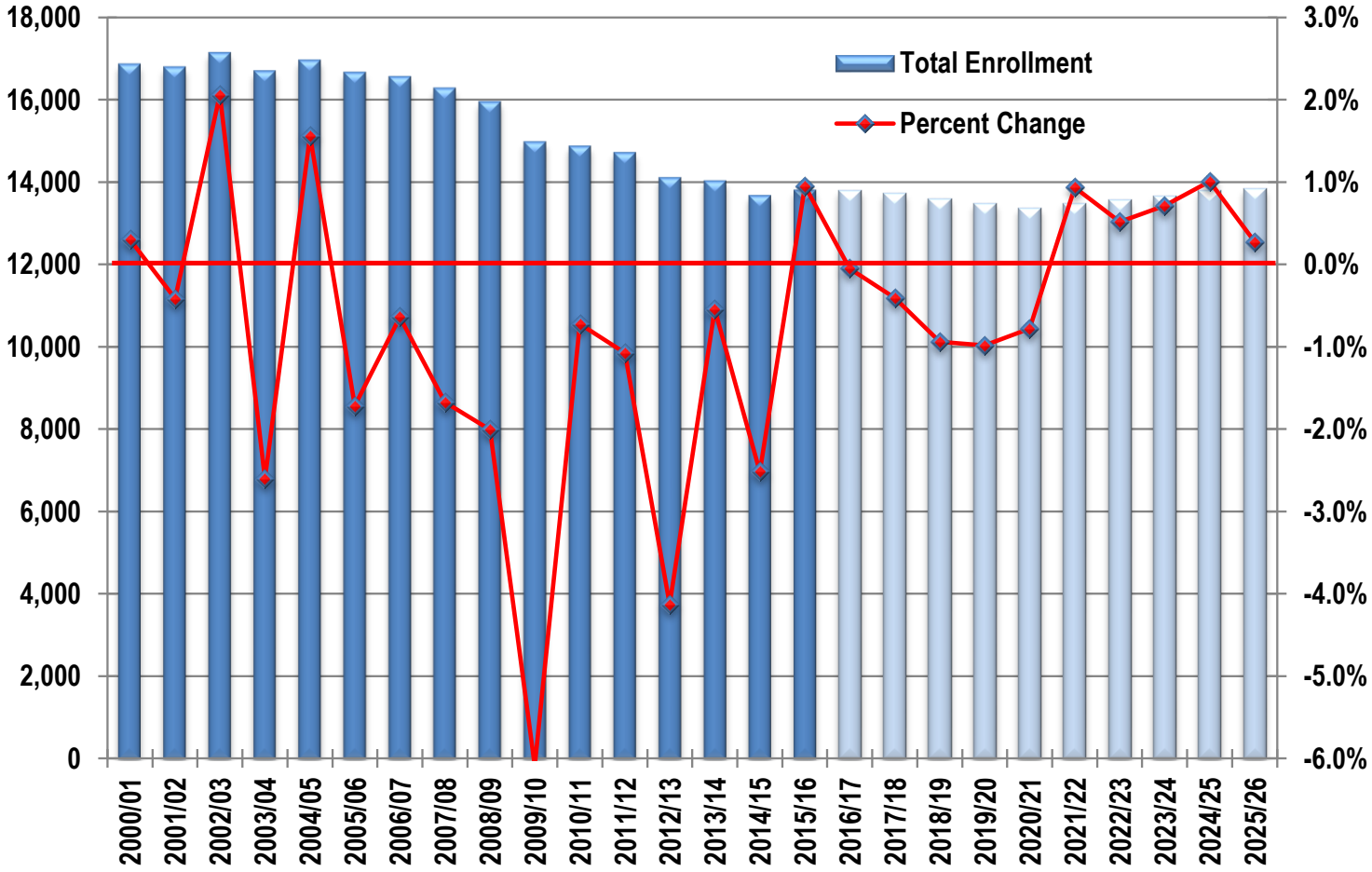
Year	Households	School-Age Population *		K-12 Enrollment		Enrollment - Population Ratio
		Total	Per Household	Total	Per Household	
1990/91	**38,754**	**14,724**	**0.380**	**13,750**	**0.355**	**0.934**
2000/01	**53,496**	**19,284**	**0.360**	**16,857**	**0.315**	**0.874**
2001/02	**55,171**	**19,669**	**0.357**	**16,787**	**0.304**	**0.853**
2002/03	**56,413**	**19,891**	**0.353**	**17,133**	**0.304**	**0.861**
2003/04	**57,152**	**19,930**	**0.349**	**16,687**	**0.292**	**0.837**
2004/05	**57,909**	**19,972**	**0.345**	**16,948**	**0.293**	**0.849**
2005/06	**58,809**	**20,059**	**0.341**	**16,657**	**0.283**	**0.830**
2006/07	**59,156**	**19,956**	**0.337**	**16,550**	**0.280**	**0.829**
2007/08	**59,511**	**19,855**	**0.334**	**16,273**	**0.273**	**0.820**
2008/09	**59,725**	**19,707**	**0.330**	**15,946**	**0.267**	**0.809**
2009/10	**59,699**	**19,482**	**0.326**	**14,975**	**0.251**	**0.769**
2010/11	**59,465**	**19,192**	**0.323**	**14,867**	**0.250**	**0.775**
2011/12	**59,780**	**19,020**	**0.318**	**14,707**	**0.246**	**0.773**
2012/13	**60,350**	**18,799**	**0.312**	**14,100**	**0.234**	**0.750**
2013/14	**60,702**	**18,552**	**0.306**	**14,023**	**0.231**	**0.756**
2014/15	**61,345**	**18,331**	**0.299**	**13,670**	**0.223**	**0.746**
2015/16	**61,920**	**18,033**	**0.291**	**13,800**	**0.223**	**0.765**
2016/17	62,088	18,012	0.290	13,793	0.222	0.766
2017/18	62,420	17,940	0.287	13,737	0.220	0.766
2018/19	62,807	17,774	0.283	13,608	0.217	0.766
2019/20	63,229	17,605	0.278	13,474	0.213	0.765
2020/21	63,639	17,588	0.276	13,369	0.210	0.760
2021/22	64,031	17,641	0.276	13,494	0.211	0.765
2022/23	64,403	17,736	0.275	13,564	0.211	0.765
2023/24	64,840	17,869	0.276	13,661	0.211	0.764
2024/25	65,207	18,053	0.277	13,799	0.212	0.764
2025/26	65,544	18,106	0.276	13,837	0.211	0.764

Source: Applied Economics, 2016.

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

Enrollment Projections

K-12 Enrollment



Sources: Amphitheater Unified School District; Applied Economics.

Enrollment Projections

Year	PS	Enrollment by Level K-5	6-8	9-12	Total Enrollment	Percent Change	Enrollment by Level K-6	7-8	9-12
2000/01	**40**	**7,683**	**3,997**	**5,177**	**16,897**		45%	24%	31%
2001/02	**64**	**7,582**	**4,030**	**5,175**	**16,851**	**-0.3%**	45%	24%	31%
2002/03	**95**	**7,895**	**4,128**	**5,110**	**17,228**	**2.2%**	46%	24%	30%
2003/04	**112**	**7,369**	**4,106**	**5,212**	**16,799**	**-2.5%**	44%	24%	31%
2004/05	**85**	**7,456**	**4,128**	**5,364**	**17,033**	**1.4%**	44%	24%	31%
2005/06	**111**	**7,384**	**3,963**	**5,310**	**16,768**	**-1.6%**	44%	24%	32%
2006/07	**112**	**7,354**	**3,860**	**5,336**	**16,662**	**-0.6%**	44%	23%	32%
2007/08	**126**	**7,291**	**3,739**	**5,243**	**16,399**	**-1.6%**	44%	23%	32%
2008/09	**128**	**7,126**	**3,640**	**5,180**	**16,074**	**-2.0%**	44%	23%	32%
2009/10	**148**	**6,298**	**3,484**	**5,193**	**15,123**	**-5.9%**	42%	23%	34%
2010/11	**112**	**6,553**	**3,353**	**4,961**	**14,979**	**-1.0%**	44%	22%	33%
2011/12	**150**	**6,506**	**3,346**	**4,855**	**14,857**	**-0.8%**	44%	23%	33%
2012/13	**129**	**6,324**	**3,154**	**4,622**	**14,229**	**-4.2%**	44%	22%	32%
2013/14	**142**	**6,413**	**3,067**	**4,543**	**14,165**	**-0.4%**	45%	22%	32%
2014/15	**137**	**6,085**	**3,030**	**4,555**	**13,807**	**-2.5%**	44%	22%	33%
2015/16	**172**	**6,038**	**2,996**	**4,766**	**13,972**	**1.2%**	43%	21%	34%
2016/17	178	6,017	3,091	4,685	13,971	0.0%	43%	22%	34%
2017/18	184	5,853	3,270	4,614	13,921	-0.4%	42%	23%	33%
2018/19	190	5,622	3,395	4,591	13,798	-0.9%	41%	25%	33%
2019/20	196	5,378	3,547	4,549	13,670	-0.9%	39%	26%	33%
2020/21	201	5,184	3,429	4,756	13,570	-0.7%	38%	25%	35%
2021/22	210	5,129	3,333	5,032	13,704	1.0%	37%	24%	37%
2022/23	220	5,131	3,185	5,248	13,784	0.6%	37%	23%	38%
2023/24	230	5,192	3,117	5,352	13,891	0.8%	37%	22%	39%
2024/25	244	5,372	3,085	5,342	14,043	1.1%	38%	22%	38%
2025/26	257	5,553	3,056	5,228	14,094	0.4%	39%	22%	37%

Source: Applied Economics, 2016.

Bolding indicates actuals.

Enrollment Projections

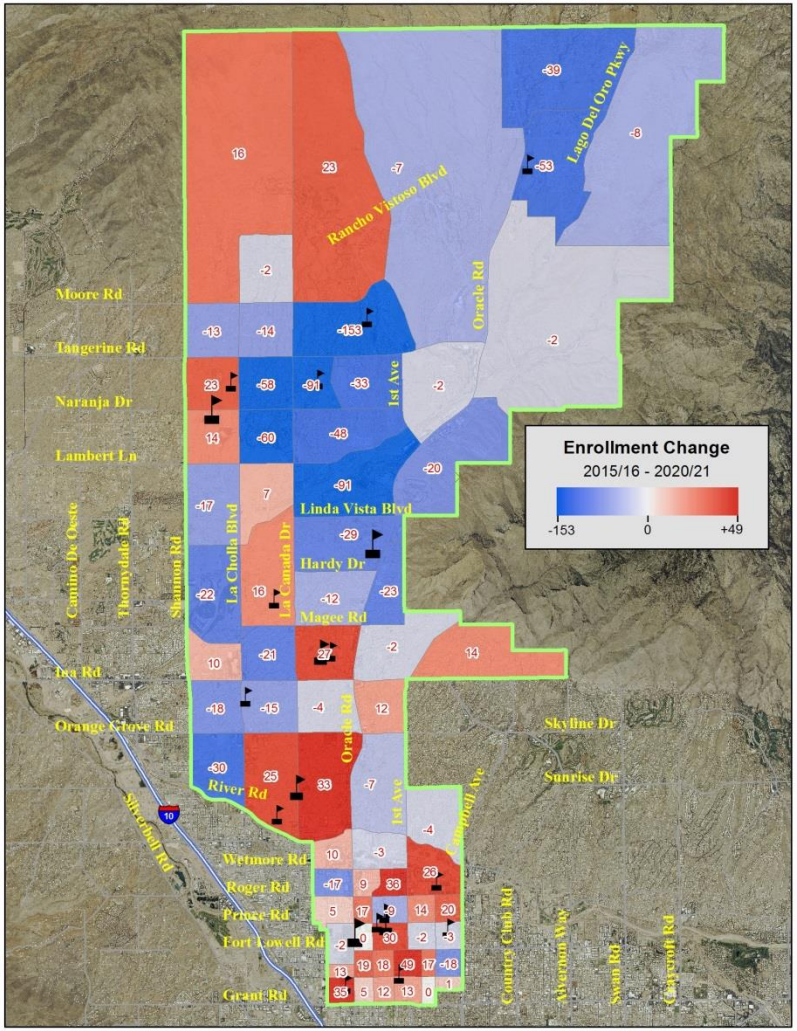
Year	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	PS-12 Total
2000/01	**40**	**1,103**	**1,225**	**1,306**	**1,298**	**1,363**	**1,388**	**1,353**	**1,343**	**1,301**	**1,429**	**1,337**	**1,182**	**1,229**	**16,897**
2001/02	**64**	**1,056**	**1,245**	**1,278**	**1,307**	**1,331**	**1,365**	**1,358**	**1,371**	**1,301**	**1,525**	**1,358**	**1,179**	**1,113**	**16,851**
2002/03	**95**	**1,149**	**1,304**	**1,292**	**1,351**	**1,386**	**1,413**	**1,351**	**1,401**	**1,376**	**1,376**	**1,272**	**1,263**	**1,199**	**17,228**
2003/04	**112**	**1,094**	**1,228**	**1,206**	**1,250**	**1,272**	**1,319**	**1,367**	**1,327**	**1,412**	**1,397**	**1,332**	**1,214**	**1,269**	**16,799**
2004/05	**85**	**1,192**	**1,218**	**1,229**	**1,231**	**1,292**	**1,294**	**1,340**	**1,397**	**1,391**	**1,468**	**1,393**	**1,247**	**1,256**	**17,033**
2005/06	**111**	**1,174**	**1,290**	**1,197**	**1,212**	**1,237**	**1,274**	**1,277**	**1,322**	**1,364**	**1,408**	**1,404**	**1,293**	**1,205**	**16,768**
2006/07	**112**	**1,173**	**1,232**	**1,295**	**1,206**	**1,211**	**1,237**	**1,249**	**1,295**	**1,316**	**1,369**	**1,353**	**1,315**	**1,299**	**16,662**
2007/08	**126**	**1,140**	**1,212**	**1,209**	**1,286**	**1,214**	**1,230**	**1,209**	**1,234**	**1,296**	**1,376**	**1,294**	**1,272**	**1,301**	**16,399**
2008/09	**128**	**1,101**	**1,175**	**1,195**	**1,167**	**1,263**	**1,225**	**1,192**	**1,210**	**1,238**	**1,384**	**1,337**	**1,220**	**1,239**	**16,074**
2009/10	**148**	**1,089**	**1,028**	**996**	**1,035**	**1,050**	**1,100**	**1,171**	**1,155**	**1,158**	**1,340**	**1,351**	**1,275**	**1,227**	**15,123**
2010/11	**112**	**986**	**1,156**	**1,125**	**1,085**	**1,152**	**1,049**	**1,106**	**1,148**	**1,099**	**1,190**	**1,251**	**1,241**	**1,279**	**14,979**
2011/12	**150**	**965**	**1,150**	**1,112**	**1,079**	**1,156**	**1,044**	**1,103**	**1,141**	**1,102**	**1,181**	**1,247**	**1,231**	**1,196**	**14,857**
2012/13	**129**	**1,072**	**1,132**	**982**	**1,079**	**1,073**	**986**	**1,064**	**1,008**	**1,082**	**1,217**	**1,191**	**1,064**	**1,150**	**14,229**
2013/14	**142**	**1,038**	**1,132**	**1,127**	**999**	**1,093**	**1,024**	**987**	**1,076**	**1,004**	**1,159**	**1,159**	**1,124**	**1,101**	**14,165**
2014/15	**137**	**952**	**1,051**	**1,052**	**1,056**	**967**	**1,007**	**967**	**966**	**1,097**	**1,154**	**1,161**	**1,092**	**1,148**	**13,807**
2015/16	**172**	**942**	**964**	**1,020**	**1,048**	**1,086**	**978**	**1,007**	**991**	**998**	**1,226**	**1,193**	**1,180**	**1,167**	**13,972**
2016/17	178	907	939	920	1,052	1,103	1,096	996	1,050	1,045	1,084	1,200	1,181	1,220	13,971
2017/18	184	875	905	898	951	1,109	1,115	1,119	1,041	1,110	1,137	1,063	1,190	1,224	13,921
2018/19	190	849	870	862	925	999	1,117	1,134	1,165	1,096	1,203	1,110	1,050	1,228	13,798
2019/20	196	833	845	830	889	973	1,008	1,137	1,182	1,228	1,190	1,176	1,098	1,085	13,670
2020/21	201	811	823	800	849	927	974	1,018	1,175	1,236	1,322	1,154	1,154	1,126	13,570
2021/22	210	830	818	795	835	904	947	1,004	1,075	1,254	1,359	1,309	1,156	1,208	13,704
2022/23	220	858	837	791	831	890	924	977	1,060	1,148	1,379	1,347	1,312	1,210	13,784
2023/24	230	896	866	809	826	885	910	953	1,032	1,132	1,262	1,366	1,350	1,374	13,891
2024/25	244	947	915	847	856	891	916	950	1,019	1,116	1,260	1,266	1,385	1,431	14,043
2025/26	257	976	961	890	891	918	917	951	1,010	1,095	1,235	1,256	1,277	1,460	14,094

Source: Applied Economics, 2016.

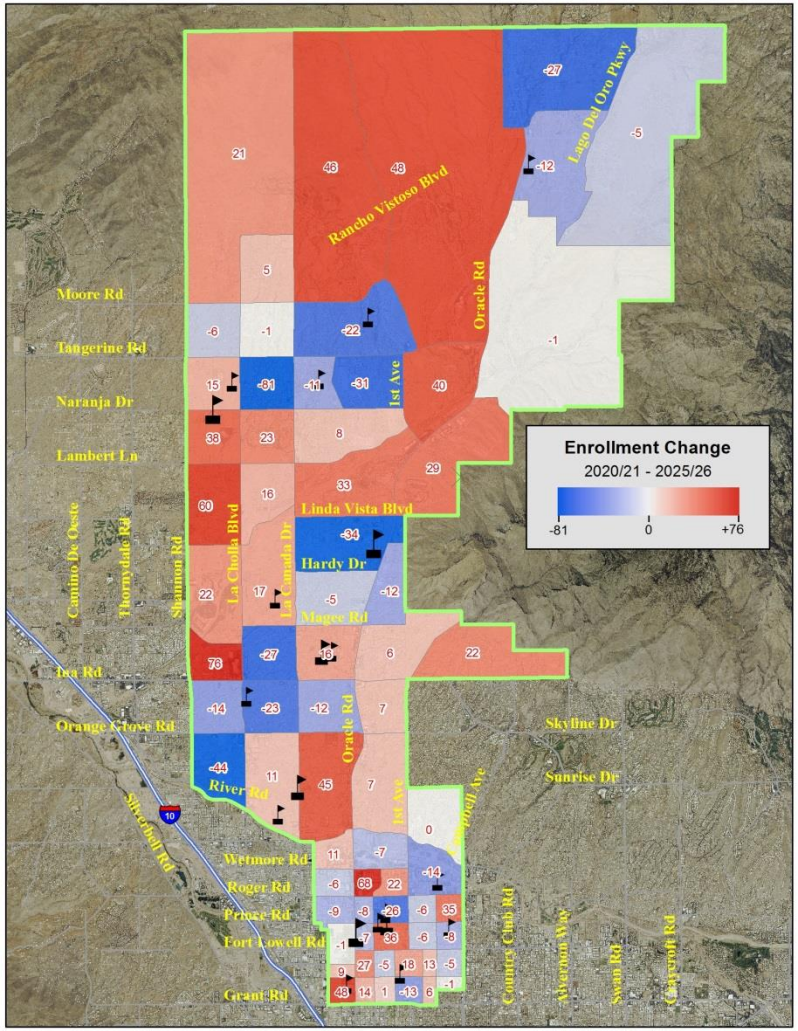
Bolding indicates actuals.

Sub-District Projections: Grid-Level Enrollment Change

2015/16 – 2020/21



2020/21 – 2025/26



Sub-District Projections: Attendance Area vs. School Enrollment

Kindergarten through 5th Grade Students

		Attendance Area															
School		1	2	3	4	5	6	7	8	9	10	11	12	14	Out of District	Total Attendance	Total Residents	Net Difference
Copper Creek	1	416	20	3				9	3	66			3	12	24	556	508	48
Coronado K-8	2	1	347	2	2			2		7			1		74	436	404	32
Donaldson	3	4	1	198	7	3		28	2	4	3	8	34	3	24	319	280	39
Harelson	4	23	4	37	219	1		41	4	9	2	3	36	13	78	470	238	232
Holaway	5					261	12	2	5		19	24	1		43	367	328	39
Keeling	6					8	343		16		31	8	2		36	444	392	52
Mesa Verde	7	12	3	15	6			285		5		5	6	10	32	379	387	-8
Nash	8			2		1	5		408		8	4		2	29	459	482	-23
Painted Sky	9	17	10					3		430				1	26	487	581	-94
Prince	10			2		23	26	2	28		462	36			62	641	547	94
Rio Vista	11	2		5	1	26	3		7		15	382	6	1	39	487	496	-9
Walker	12		1	9	2		1	1	2		3	19	407	3	51	499	507	-8
Wilson K-8	14	31	16	6	1			13	1	59			8	387	107	629	433	196
Rillito School	15	2	2	1		5	2	1	6	1	4	7	3	1	2	37	0	37
Total Residents		508	404	280	238	328	392	387	482	581	547	496	507	433	627	6,210	5,583	627

* From a different (non-elmentary) attendance area within the District.

													Reside/Atttend Same (In-D	4,545
82%	86%	71%	92%	80%	88%	74%	85%	74%	84%	77%	80%	89%		81%

Sub-District Projections: Attendance Area vs. School Enrollment

6th Grade through 8th Grade Students

School		Attendance Area 1	2	3	4	5	6	Out of District	Total Attendance	Total Residents	Difference
Amphitheater Middle School	1	496	1			78		78	653	560	93
Coronado K-8	2		444	4	1		6	46	501	580	-79
Cross Middle School	3	16	16	486	8	44	13	70	653	547	106
Harelson Elementary	4	2	1	12	28	4	3	13	63	38	25
La Cima Middle School	5	42		2		368		33	445	502	-57
Wilson K-8	6	2	115	41	1	4	438	63	664	462	202
Amphi Academy at El Hogar			1				2		3	0	3
Rillito School		2	2	2		4		4	14	0	14
Total Residents		560	580	547	38	502	462	307	2,996	2,689	307

* From a different (non-middle school) attendance area within the District.

Reside/Atttend Same (In-District) 2,260

89% 77% 89% 74% 73% 95% 84%

9th Grade through 12th Grade Students

School		Attendance Area 1	2	3	Out of District	Total Attendance	Total Residents	Difference
Amphitheater High School	1	1,079	8	2	172	1,261	1,299	-38
Canyon del Oro High School	2	182	925	147	368	1,622	1,007	615
Ironwood Ridge High School	3	14	63	1,491	250	1,818	1,658	160
Amphi Academy at El Hogar	4	7	8	12	5	32	0	32
Rillito School	5	17	3	6	7	33	0	33
Total Residents		1,299	1,007	1,658	802	4,766	3,964	802

* From a different (non-high school) attendance area within the District.

Reside/Atttend Same (In-District) 3,495

83% 92% 90% 88%

Sub-District Projections: Attendance Area Projections

	Attendance Area Enrollment													2006/07-2010/11	2010/11-2015/16	2015/16-2020/21	2020/21-2025/26
	2006/07	2010/11	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26				
ELEMENTARY SCHOOL																	
Copper Creek	652	565	508	504	506	484	482	467	466	471	482	502	522	-87	-57	-41	56
Coronado K-8	1,239	1,038	984	972	978	943	912	880	849	851	821	839	844	-201	-54	-104	-36
Donaldson	351	324	280	286	281	266	253	249	250	252	256	268	280	-27	-44	-31	30
Harelson	316	265	276	277	279	261	256	243	239	243	247	256	266	-51	11	-33	22
Holaway	450	337	328	340	324	323	307	300	288	288	290	298	305	-113	-9	-28	5
Keeling	482	402	392	390	380	375	362	339	329	327	325	331	337	-80	-10	-53	-2
Mesa Verde	438	396	387	382	370	357	326	326	326	326	329	341	352	-42	-9	-61	26
Nash	662	536	482	486	495	490	473	460	437	436	437	447	455	-126	-54	-22	-5
Painted Sky	204	810	581	554	527	525	533	508	529	548	561	584	607	606	-229	-73	99
Prince	801	493	547	537	525	507	474	462	442	436	434	444	451	-308	54	-85	-11
Rio Vista	724	492	496	505	477	459	443	424	418	415	430	451	471	-232	4	-72	46
Walker	652	505	507	518	502	490	457	437	428	424	423	432	441	-147	2	-70	4
Wilson K-8	1,292	1,040	895	873	850	830	804	800	754	768	803	860	899	-252	-145	-95	99
Out of District	683	652	627	628	616	576	545	511	505	496	494	503	513	-31	-25	-116	2
Total	**8,946**	**7,855**	**7,290**	**7,249**	**7,110**	**6,885**	**6,627**	**6,408**	**6,260**	**6,280**	**6,332**	**6,554**	**6,745**	**-1,091**	**-565**	**-882**	**337**
MIDDLE SCHOOL																	
Amphitheater Middle School	772	551	560	607	700	730	785	737	767	727	711	668	661	-221	9	177	-76
Cross Middle School	740	650	547	565	579	617	660	628	624	576	572	571	567	-90	-103	81	-62
La Cima Middle School	745	581	502	549	590	628	686	674	685	633	625	608	604	-164	-79	172	-70
Out of District	123	381	307	316	328	347	363	367	336	319	299	299	289	258	-74	60	-78
Total	**2,380**	**2,163**	**1,916**	**2,037**	**2,197**	**2,322**	**2,494**	**2,406**	**2,412**	**2,256**	**2,207**	**2,147**	**2,121**	**-217**	**-247**	**490**	**-285**
HIGH SCHOOL																	
Amphitheater High School	1,607	1,348	1,299	1,304	1,380	1,387	1,445	1,607	1,708	1,855	1,918	1,948	1,947	-259	-49	308	340
Canyon del Oro High School	1,274	1,095	1,007	989	925	890	852	905	930	997	1,013	996	992	-179	-88	-102	86
Ironwood Ridge High School	1,991	1,793	1,658	1,614	1,547	1,548	1,469	1,436	1,519	1,468	1,462	1,438	1,370	-198	-135	-222	-66
Out of District	464	725	802	778	762	767	783	807	875	927	959	961	919	261	77	5	112
Toal	**5,336**	**4,961**	**4,766**	**4,685**	**4,614**	**4,591**	**4,549**	**4,756**	**5,032**	**5,248**	**5,352**	**5,342**	**5,228**	**-375**	**-195**	**-10**	**472**
DISTRICT TOTAL	**16,662**	**14,979**	**13,972**	**13,971**	**13,921**	**13,798**	**13,670**	**13,570**	**13,704**	**13,784**	**13,891**	**14,043**	**14,094**	**-1,683**	**-1,007**	**-402**	**524**

Source: Applied Economics, January 2016.

Sub-District Projections: School Projections

	School Enrollment						2015/16	
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	Attend vs. Reside	Out of District
ELEMENTARY SCHOOL								
Copper Creek	556	552	554	532	530	515	48	24
Coronado K-8	937	925	931	896	865	833	-47	120
Donaldson	319	325	320	305	292	288	39	24
Harelson	533	534	536	518	513	500	257	91
Holaway	367	379	363	362	346	339	39	43
Keeling	444	442	432	427	414	391	52	36
Mesa Verde	379	374	362	349	318	318	-8	32
Nash	459	463	472	467	450	437	-23	29
Painted Sky	487	460	433	431	439	414	-94	26
Prince	641	632	620	600	566	549	94	62
Rio Vista	487	496	469	449	433	411	-9	39
Walker	499	511	495	482	447	424	-8	51
Wilson K-8	1,293	1,273	1,251	1,226	1,196	1,185	398	170
Rillito School	37	37	36	35	35	35	37	2
Total	7,438	7,402	7,275	7,078	6,843	6,641	775	749
MIDDLE SCHOOL								
Amphitheater Middle School	653	701	795	822	874	821	93	78
Cross Middle School	653	672	686	721	762	726	106	70
La Cima Middle School	445	493	534	570	626	610	-57	33
Rillito School	17	17	17	16	16	16	17	4
Total	**1,768**	**1,884**	**2,032**	**2,129**	**2,278**	**2,173**	**159**	**185**
HIGH SCHOOL								
Amphitheater High School	1,261	1,260	1,331	1,339	1,402	1,573	-38	172
Canyon del Oro High School	1,622	1,596	1,527	1,493	1,460	1,521	615	368
Ironwood Ridge High School	1,818	1,764	1,692	1,695	1,622	1,597	160	250
El Hogar / Rillito School	65	65	65	65	65	65	65	12
Toal	**4,766**	**4,685**	**4,614**	**4,591**	**4,549**	**4,756**	**802**	**802**
	13,972	**13,971**	**13,921**	**13,798**	**13,670**	**13,570**	**1,736**	**1,736**

Source: Applied Economics, January 2016.

* Other is Out of District students and students from non-level appropriate attendance areas.