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# Eagle Point School District

# School Enrollment Forecast, 2000 to 2010

**Prepared By:**

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# Summary

This report provides a school enrollment forecast, including background demographic information and analysis, for the Eagle Point School District (Jackson County School District #9). Several factors that are likely to affect the District's enrollment between 2000 and 2010 are considered and the geographical areas within the District (the cities of Eagle Point and Shady Cove, the unincorporated urban area of White City, and the rural unincorporated area) are examined. To account for different probabilities of demographic events, three scenarios of population, housing, and enrollment changes were developed. Forecasts are made for the total District, by grade level, for the years 2000, 2005, and 2010 using three assumptions: (a) the most likely enrollment growth assuming housing growth projected by local planners, (b) lower enrollment growth, assuming that housing and population grow at a slower pace and, and (c) high enrollment growth, assuming that housing and population growth increase at higher rates.

Under any of the three scenarios, the school-age population living in the Eagle Point School District will increase. The driving force behind the growth will be in-migration of families due to the construction of new housing in the area. The majority of the new housing will be single-family residences (family-style housing). Another factor in the growth of District is that historically the total fertility rate for the area has been higher than the State of Oregon rate. The fertility rate assumed in all three scenarios hold that trend.

To evaluate where the amount of growth is likely to occur in the District, consideration was given to the estimated share of the population that each of its geographical areas has, along with their historical and predicted growth rates. The city of Eagle Point is predicted to have the highest growth rates, closely followed by White City. But because White City has a larger share of the District's population, most of the growth is expected to take place in White City (45%). Eagle Point is estimated to capture 40% of the District's growth, and Shady Cove approximately 10%. The area with the lowest amount of growth projected is the rural unincorporated area at only 5% (See Chart below).

**Location of Growth**
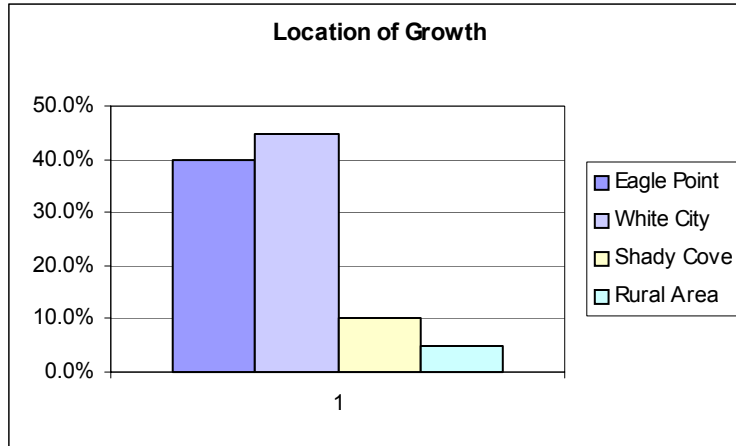


The **most likely enrollment growth** forecast predicts enrollment increases from the present to the year 2010. Total enrollment will increase by 997 students, or 25 percent, between 1999 and 2010. Enrollment by grade level, however, will be uneven. Enrollments for grades kindergarten through 3$^{rd}$, increasing by 40% between 1999 and 2010, will be more rapid than those for overall enrollments.

| Most Likely | 1999 | 2010 | 1999-2010 Change | |
| --- | --- | --- | --- | --- |
| | | | Number | Percent |
| Total | 4,010 | 5,007 | 997 | 25% |
| Elementary, K-3 | 1,140 | 1,599 | 459 | 40% |
| Elementary, 4-6 | 960 | 1,202 | 242 | 25% |
| Junior High | 657 | 791 | 134 | 20% |
| High School | 1,253 | 1,415 | 162 | 13% |

Under the **low enrollment growth** scenario, there will be a continued enrollment increase in the District. However, overall enrollment increases in 2010 will be 567 students less than under the most likely enrollment growth forecast. The low forecast suggests that total enrollment will increase by 430 students, or 11% percent, between 1999 and 2010.

| Low | 1999 | 2010 | 1999-2010 Change | |
| --- | --- | --- | --- | --- |
| | | | Number | Percent |
| Total | 4,010 | 4,440 | 430 | 11% |
| Elementary, K-3 | 1,140 | 1,417 | 277 | 24% |
| Elementary, 4-6 | 960 | 1,062 | 102 | 11% |
| Junior High | 657 | 698 | 41 | 6% |
| High School | 1,253 | 1,263 | 10 | 1% |

Under the **high enrollment growth** forecast, there will be strong growth in enrollment over the next ten years, with total enrollment increases exceeding the most likely enrollment forecast by approximately 306 students. The high enrollment forecast suggests that total enrollment will increase by 1,303 students, or 32 percent, between 1999 and 2010.

| High | 1999 | 2010 | 1999-2010 Change | |
| --- | --- | --- | --- | --- |
| | | | Number | Percent |
| Total | 4,010 | 5,313 | 1,303 | 32% |
| Elementary, K-3 | 1,140 | 1,688 | 548 | 48% |
| Elementary, 4-6 | 960 | 1,283 | 323 | 34% |
| Junior High | 657 | 845 | 188 | 29% |
| High School | 1,253 | 1,497 | 244 | 19% |

# Introduction

This study forecasts enrollment changes for the Eagle Point School District from 2000 to the year 2010. The forecasts are for those students residing in the District and do not include those attending other types of schools (private or home study, for example). The special education students are included and distributed amongst the regular enrolled students. The model used for this project forecasts overall population by age groups and enrollment by grade level. This report presents enrollment forecasts for a range of population growth, including three different future population and housing growth assumptions based on population forecasts for Jackson County and its geographical components made by State and local governments.

This report covers the following topics:

1. Recent Enrollment Trends.  Factors that influence population and enrollment changes in the District, including school enrollments, population characteristics, and changes in population and housing.

2. The Most-Likely, and Low and High Enrollment Forecasts (The Results).  A description of how low, medium, and high forecasts are made: forecasts that are based on population and housing assumptions derived from studies made by State and local governments and planners. The results are presented.

3. Housing and Population Growth Assumptions.  A description of the assumptions used in the low, medium, and high growth forecasts.

4. Methods and Data.  A description of the population and enrollment model and data sources used in this study.

# Recent Enrollment Trends

The Eagle Point School District includes the cities of Eagle Point and Shady Cove, White City (unincorporated urban area), and the other surrounding areas outside of city limits. The District includes six elementary schools, a junior high and a high school. The configuration of the grade levels within the elementary schools vary between the schools (e.g. grades K-6, K-8, 2-6).

Total enrollment for the Eagle Point School District increased overall from 1990 to 1999 by 5%, but fluctuated annually from 1990 to 1996. In some years during the six-year period, there was a slight decrease (less than 1% per year) in enrollment while other years experienced a slight increase (approximately 1-2% per year). During the past three years (1997, 1998, and 1999), growth continually increased each year (from .2% to 1%).  This is due in large part to a recent increase in the number of families with children coming into the District. The greatest increases were at grade levels 4-6 and 9-12.

Table 1.  Eagle Point School District by Grade Level and Year.

|         | 1990  | 1991  | 1992  | 1993  | 1994  | 1995  | 1996  | 1997  | 1998  | 1999  |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| **K**   | 329   | 289   | 271   | 271   | 306   | 283   | 305   | 267   | 232   | 266   |
| **1**   | 343   | 318   | 298   | 286   | 297   | 301   | 318   | 314   | 291   | 254   |
| **2**   | 330   | 334   | 323   | 306   | 304   | 297   | 308   | 312   | 322   | 298   |
| **3**   | 306   | 342   | 328   | 321   | 303   | 298   | 294   | 302   | 325   | 322   |
| **4**   | 271   | 314   | 321   | 349   | 345   | 328   | 296   | 315   | 288   | 327   |
| **5**   | 286   | 277   | 315   | 321   | 346   | 350   | 312   | 299   | 319   | 311   |
| **6**   | 287   | 290   | 290   | 309   | 325   | 333   | 339   | 326   | 310   | 322   |
| **7**   | 307   | 306   | 282   | 286   | 300   | 315   | 350   | 344   | 326   | 316   |
| **8**   | 304   | 292   | 281   | 287   | 285   | 303   | 321   | 343   | 371   | 341   |
| **9**   | 293   | 326   | 307   | 307   | 326   | 300   | 324   | 314   | 357   | 353   |
| **10**  | 277   | 282   | 311   | 298   | 286   | 327   | 262   | 330   | 307   | 345   |
| **11**  | 250   | 249   | 251   | 297   | 274   | 254   | 265   | 246   | 290   | 281   |
| **12**  | 238   | 238   | 262   | 254   | 265   | 268   | 237   | 225   | 231   | 274   |
| **Summary** | **1990** | **1991** | **1992** | **1993** | **1994** | **1995** | **1996** | **1997** | **1998** | **1999** |
| **K-3**  | 1,308 | 1,283 | 1,220 | 1,184 | 1,210 | 1,179 | 1,225 | 1,195 | 1,170 | 1,140 |
| **4-6**  | 844   | 881   | 926   | 979   | 1,016 | 1,011 | 947   | 940   | 917   | 960   |
| **7-8**  | 611   | 598   | 563   | 573   | 585   | 618   | 671   | 687   | 697   | 657   |
| **9-12** | 1,058 | 1,095 | 1,131 | 1,156 | 1,151 | 1,149 | 1,088 | 1,115 | 1,185 | 1,253 |
| **Total** | 3,821 | 3,857 | 3,840 | 3,892 | 3,962 | 3,957 | 3,931 | 3,937 | 3,969 | 4,010 |

**Enrollment for Eagle Point District by Grade Level**
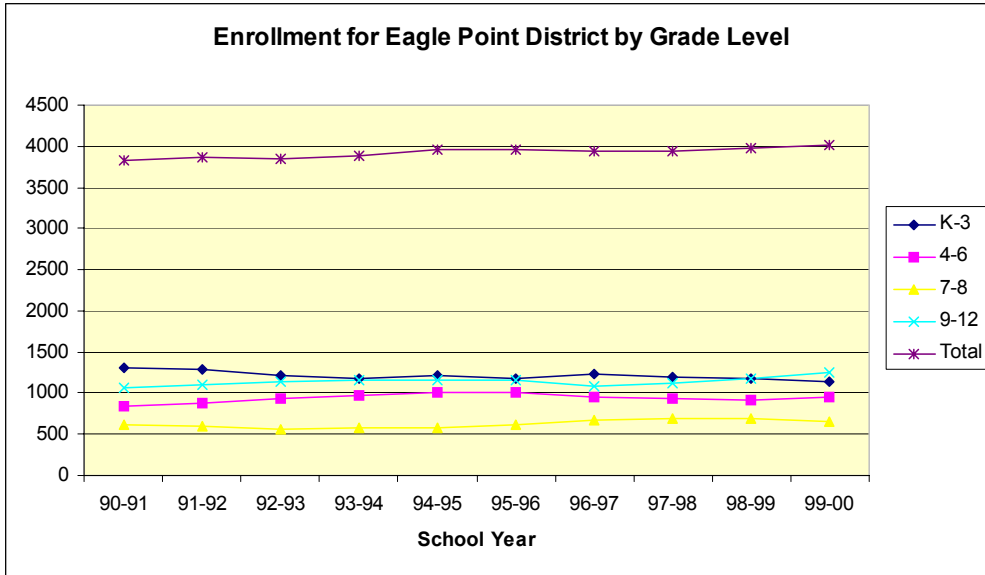


Based on our reconstruction of the Eagle Point School District population, and consistent with historic school enrollments, we estimate that the District's population increased from 17,629 in 1990 to 20,687 in 1999, an annual average increase of 1.7 percent. Growth, however, was more rapid between 1995 to 1999 with average annual growth rates of 2 percent.

Studies by Eagle Point, Shady Cove, Jackson County, and White City Urban Renewal District planners suggest that the recent population and housing growth in the area that the Eagle Point School District encompasses will continue to increase at an elevated rate.

# Enrollment Forecast: Results

Three growth scenarios (low, medium, and high) are assumed for these enrollment forecasts. The next section describes the assumptions made for each of the three scenarios. As Figure 1 illustrates, each growth scenario – low growth, medium (or most likely) growth, and high growth – predicts that the Eagle Point School District enrollment will increase over the forecast horizon. It should be emphasized that the model forecasts long-term school enrollment levels and will not necessarily be accurate on a year to year basis.

Figure 1.  Historical and Projected Enrollment: Three Growth Scenarios
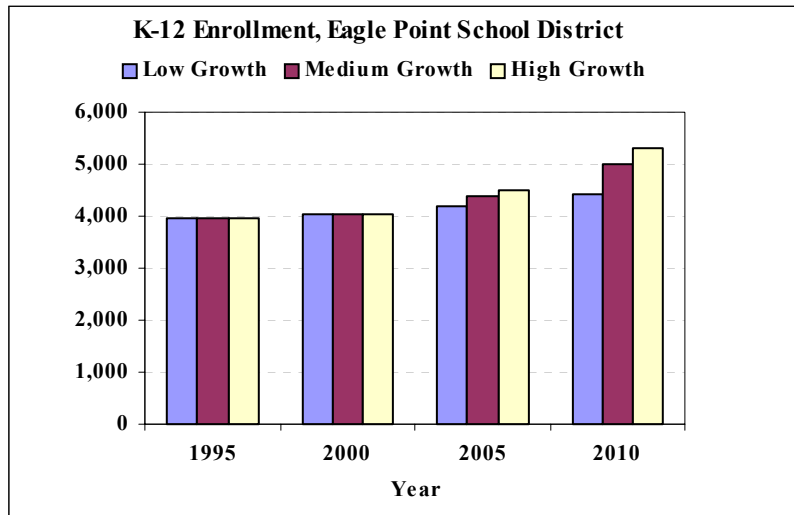


Tables 2, 3, and 4 below provide enrollment forecasts by grade level for each of the three scenarios. Note that each of them assumed very close housing and population growth patterns between now and 2000; there is only slight a difference between the three scenarios in school enrollments for the year 2000. Based current trends, relatively little change in school enrollments next year can be expected. A more detailed table is located at the end of this report in Appendix 1.

It is our judgment that the amount of housing and population growth forecast for the District will produce substantial enrollment increases over the next decade. **The medium growth assumption indicates that overall school enrollments will increase from present levels of 4,010 to 5,007 in 2010, an increase of 997 students.** Between 1999 and 2010, the model forecasts that there will be an increase of 327 students in the K-3 grades, 242 students in the 4-6 grades, 134 students in 7-8 grades, and 162 in the 9-12 grades. In the medium growth scenario, school enrollments will increase by about 91 students per year from 1999 to 2010, at an average annual rate of 2.0 percent. Elementary enrollment (K-6) will see the highest gains of 64 students per year, or an annual average growth rate of 2.5 percent. The Junior High School will grow at 1.7 percent per year, with an average of 12 additional students enrolling annually. Enrollment in the High School will grow more modestly at 1.1 percent annually, or by an average of 15 students per year during the same time period.

Table 2.  Medium Growth Assumption

|  | **1999** | **2000** | **2005** | **2010** |
|---|---|---|---|---|
| **K-3** | 1,140 | 1,117 | 1,314 | 1,599 |
| **4-6** | 960 | 993 | 1,008 | 1,202 |
| **7-8** | 657 | 644 | 668 | 791 |
| **9-12** | 1,253 | 1,293 | 1,406 | 1,415 |
| **Total** | 4,010 | 4,047 | 4,396 | 5,007 |

The low growth assumption forecasts slower enrollment increases for the District. **The low growth assumption suggests that overall school enrollments will increase from 1999 levels of 4,010 to 4,440 in 2010, an increase of 430 students.** Even if housing and population growth continue to increase close to current levels for the next few years and then decrease to below the current levels, there will still be a moderate increase in the District's enrollments. In the low growth scenario, between the years 1999 to 2010, total school enrollment will increase by 39 students per year, at an average annual rate of .9%. Enrollment in the elementary grade levels (K-6) will have the highest increase at 34 students per year, or an annual average growth rate of 1.4 percent. The Junior High School enrollment will have an average annual increase of 4 students with an average

growth rate of .6 percent per year. High School enrollment will see the lowest gains adding only an average of 1 student per year, a rate of less than .1 percent annually.

Table 3.  Low Growth Assumption

|  | 1999 | 2000 | 2005 | 2010 |
|---|---|---|---|---|
| K-3 | 1,140 | 1,115 | 1,255 | 1,417 |
| 4-6 | 960 | 990 | 963 | 1,062 |
| 7-8 | 657 | 642 | 638 | 698 |
| 9-12 | 1,253 | 1,290 | 1,347 | 1,263 |
| Total | 4,010 | 4,037 | 4,204 | 4,440 |

What will happen if there is a more rapid level of population and housing growth than the medium-growth scenario predicts? **The high growth assumption indicates that overall school enrollments will increase from the 1999 level of 4,010 to 5,313 in 2010, an increase of 1,303 students.** If the high growth assumption were to occur, K-3 enrollment would increase by 548 students, enrollment for grades 4-6 by 323, enrollment for grades 7-8 by 188, and enrollment for grades 9-12 by 244. Under the high growth scenario, the District as a whole during the period of 2000-2010 will see an average annual increase of 118 students, an average annual growth rate of 2.6 percent. Growth in the elementary grades (K-6) will be at an average annual rate of 3.1 percent, or 79 students per year. Increases at the Junior High level will be 17 students per year, an average rate of 2.3 percent. The High School will grow by an average rate of 1.6 percent, which will add 22 students per year.

Table 4.  High Growth Assumption

|  | 1999 | 2000 | 2005 | 2010 |
|---|---|---|---|---|
| K-3 | 1,140 | 1,119 | 1,355 | 1,688 |
| 4-6 | 960 | 995 | 1,039 | 1,283 |
| 7-8 | 657 | 645 | 688 | 845 |
| 9-12 | 1,253 | 1,295 | 1,436 | 1,497 |
| Total | 4,010 | 4,055 | 4,518 | 5,313 |

The difference between the low, medium, and high assumptions become more pronounced after a few years. In the immediate two or three years, there are relatively

smaller differences between the three assumptions. Moreover, after a few years, it will become fairly apparent whether the District's population resumes more rapid growth or continues somewhat lower recent growth levels.

If the share of school enrollment in each of the District's four geographical is the same as the share of population in the same areas (Eagle Point, White City, Shady Cove, and the rural area), then it is expected that enrollments will be affected in the same manner as population. The enrollment changes in each of the four areas have been approximated to coincide with the changes in the share of population and the growth rates of the same area. An estimate of where and how much the enrollment will likely be affected under each of the three growth scenarios are shown below in Tables 5, 6, and 7. The proportions of change in enrollment for each of the areas are consistent for each scenario (e.g. Eagle Point 40%, White City 45%, etc).

Table 5.  Medium Assumption, Area Enrollment Changes: 1999 – 2010

| Area | K-3 | 4-6 | 7-8 | 9-12 | Total |
|------|-----|-----|-----|------|-------|
| Eagle Point | 184 | 97 | 53 | 65 | 399 |
| White City | 205 | 108 | 60 | 73 | 446 |
| Shady Cove | 47 | 25 | 14 | 17 | 103 |
| Rural Area | 23 | 12 | 7 | 8 | 50 |
| Total | 459 | 242 | 134 | 162 | 997 |

Table 6.  Low Growth Assumption, Area Enrollment Changes: 1999-2010

| Area | K-3 | 4-6 | 7-8 | 9-12 | Total |
|------|-----|-----|-----|------|-------|
| Eagle Point | 111 | 41 | 16 | 4 | 172 |
| White City | 124 | 46 | 18 | 4 | 192 |
| Shady Cove | 29 | 11 | 4 | 1 | 44 |
| Rural Area | 14 | 5 | 2 | 0 | 22 |
| Total | 277 | 102 | 41 | 10 | 430 |

Table 7.  High Growth Assumption, Area Enrollment Changes: 1999-2010

| Area | K-3 | 4-6 | 7-8 | 9-12 | Total |
|------|-----|-----|-----|------|-------|
| Eagle Point | 219 | 129 | 75 | 98 | 521 |
| White City | 245 | 144 | 84 | 109 | 583 |
| Shady Cove | 56 | 33 | 19 | 25 | 134 |
| Rural Area | 27 | 16 | 9 | 12 | 65 |
| Total | 548 | 323 | 188 | 244 | 1,303 |

# Housing and Population Growth Assumptions

Population and housing are projected to grow at slightly different rates during the period between 1999 to 2010. Population is expected to have higher growth than housing. Because of the likelihood of families moving in to the area, especially young families, the number of persons per household will increase. This will cause the population to grow a bit faster than housing.

Most Likely (Medium Level) Forecast.  The medium level forecast anticipates that there will be an average of 205 new housing units added in the District each year from present until 2010. The District's housing and population growth trend will be to increase from present levels until 2005 then to gradually decrease to the year 2010 but still maintain a rate higher than presently. The average annual increase for the District's population from 1999 to 2010 is 3.2% and for housing is approximately 2.5% under this assumption.

Low Forecast.  For the low-level forecast, an assumption is made that growth will initially increase for a few years, then start to decrease so that by 2005 the growth rates will be slightly below current levels. The growth rates will continue to decrease gradually from 2005 to 2010. Under this scenario, it is assumed that an average of 140 new housing units will be added annually in the District. If this should occur, the District's population annual increase would be 2.4% and for housing 1.7%.

High Forecast.  For an assumption about higher growth, it is projected that there will be an average of 240 new housing units added each year in the District.  The growth trend under this assumption is similar to the medium and low scenarios. However after a higher initial increase in growth rates, the decrease will only be slight so that in 2010 the rates will be much higher than current levels. The average annual increase for population here would be 3.5% and housing would be 2.8%.

Should the future population and housing trends deviate significantly from the assumptions presented here, they will unquestionably affect this Population Research

Center (PRC) forecast. Yet some components of population change are less sensitive to changes than others.

**Survival rates** that reflect chances of a given cohort to live till the next five-year period change vary little over time, especially for the young ages. Almost 100% of school-age children will survive to be included into the next cohort. The model uses the survival rates calculated from data provided by the Oregon Health Division (Figure 2).

Figure 2. Survival Rates By Age and Sex, Oregon, 1990.
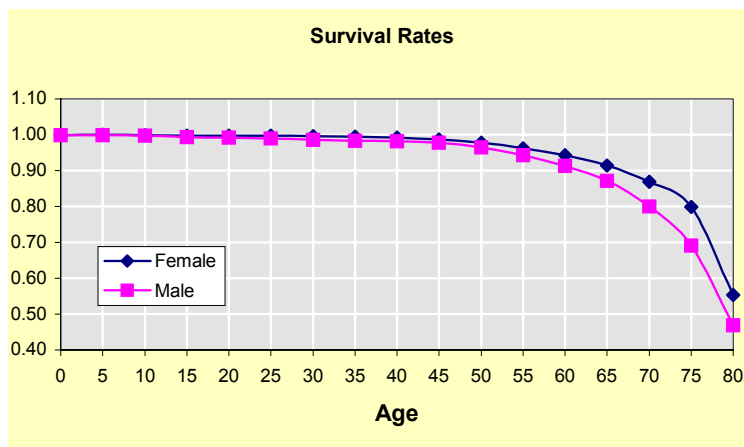


Since the rates are likely to remain stable during the projection period, 1990 rates for Oregon were utilized in the model for each forecasting period. It is unlikely that changes in mortality will affect the school enrollment forecast for the years 2000 to 2010.

**Fertility rates** tend to change more with time but are still rather stable. The model uses 1990 fertility rates with values that are an average of those for Jackson County and the State of Oregon (see Figure 3). This average yields higher fertility rates than for the State of Oregon. If a larger proportion of in-migration were to include women with even higher fertility, this would lead to more students than are being forecasted in this report.

Figure 3.   Age-Specific Fertility Rates Utilized in the Model.

**1990 Fertility Rates, Jackson Co./Oregon**
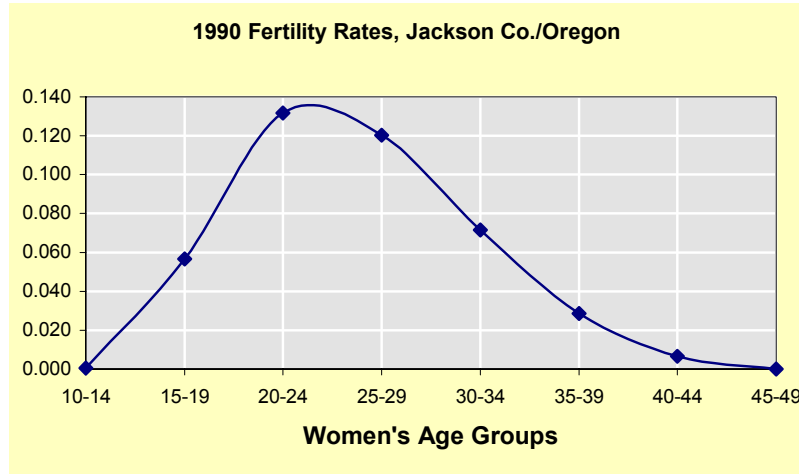


Of all assumptions, **migration rates** tend to be least certain, yet even they have some likely upper and lower limits and are subject to a time lag. An initial estimate was made based on a comparison of the District's 1980 and 1990 population by age groups.  The historical net in-migration data for the district's population was adjusted in order to predict adequately enrollment from 1990 to 1995. This "calibration" of the model is useful. It ensures that the assumptions made about births, deaths, and migration correspond closely to actual changes in school enrollment from 1990 to 1995.

Having calibrated the model, we derive the pattern of net in-migration for the District shown below (Figure 4). This figure shows that there is net in-migration of families with children as well as a net in-migration for the elderly. There is a distinctive pattern of net out-migration, however, for younger adults in the ages of 18 to 24 years. This pattern is not unusual and reflects the movement out of the District of younger persons to attend college, obtain jobs in other cities, or to serve in the Armed Forces. The usual trend is to then eventually return in their late 20s as the figure shows.

While migration rates were tested and produced a close fit with actual enrollment changes for 1990-1995 and 1995-1999, a longer forecast horizon provides more chances for the rates to change in response to a number of factors. Such factors could include a

recession that would increase out-migration and halt in-migration, or an accelerated economic growth that would bring in many new residents at a more rapid pace. However, in the absence of such major changes – an assumption reflected in the medium-growth scenario – the migration rates utilized are reasonably reliable, at least until the year 2010.

Figure 4. Net Migration Rates by Age Group, 1995-2010: Eagle Point School District.
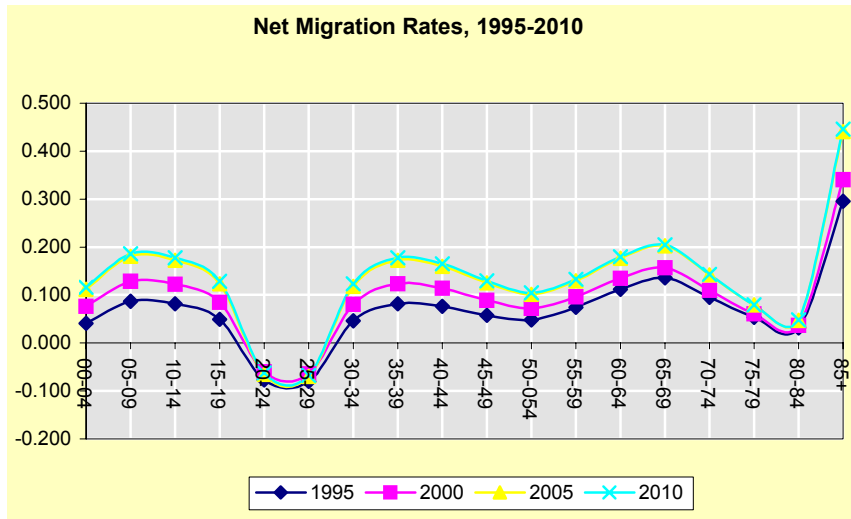


**Capture rates** do not influence population components directly, but reflect how attractive public education is for families. Analyzing data on 1990-1999 enrollment, numbers of home-schooled children and children in private schools led us to estimate the capture rate for the District at 0.9 level. This means that 9 out of 10 school-age children attend public schools. The rate for grades K through 6 is the highest at 0.98, followed by a 0.96 capture rate for grades 7-8; the lowest rate of 0.84 characterizes high school students. The low capture rate for high school is typical and is due to drop outs having the desire to start working or just not wanting to attend school. All three growth scenarios expect the capture rates to remain stable throughout the whole forecasting period.

# Methods and Data

**Cohort-Component Model.** The method used in this study employs an enhanced version of a commonly used demographic projection model called the Cohort-Component Model. It models future populations and school enrollments as outcomes of the life events that occur in populations over time. These events are comprised of **births, deaths**, and relocations (**migrations**) into or out of the area. Thus, the District population would grow when births outnumber deaths and more people move into the District than leave it. These events occur more often in certain age groups, or **cohorts**, than in others. For example, people tend to move around the most when they are in their 20s and the elderly have lower chances than people in their 40s to survive over the next 5 years. Applying appropriate age- and gender-specific rates of birth, death and migration to the existing population cohorts of the District would produce its future population including school-age children. Most of these children would attend the area's public schools, however, some of them would not be "captured" by the system: some might attend private schools, be home-schooled, or attend schools outside of the local school district. To address this phenomenon, **capture rates** have to be applied to derive figures of future public school enrollment.

The cohort-component method of forecasting enrollment depends on the availability of accurate data on age and gender composition of the District's population. The most precise information about population structure on an area is usually provided by the most recent Census of Population. The cohort-component model is also sensitive to the rates of life events that are applied to the known population cohorts. These rates are usually derived from known data such as those provided by the Census, and then modified to account for the most recent trends as well as the like future ones. Examples of such trends that may affect the future population of an area include the recent tendency among women of childbearing ages to delay having their first child, or a predisposition of young men (ages 20 to 24) to be more mobile than women in the same age cohort. After a decision is made about the plausibility of these trends to evolve in the study area, a set of assumptions is developed to address likely changes in the initial rates of life events. Since

the existing population structure defines future population composition of the area, the method works best in the short and medium range.

The population data that the study used came from the 1990 Census of Population; the Oregon Health Division provided information on fertility and mortality; the Department of Education and the Eagle Point School District furnished past and current enrollment data; the Jackson County Educational Service Department provided information about home schooling; and the PRC conducted a survey of local private schools. The initial population of the Eagle Point School district was derived from the 1990 Census at the census-block level by age group and sex. The census blocks were allocated into the District's boundaries using Geographic Information Systems (GIS); the allocation was required since the census blocks did not match the district's boundaries. The 1990 population data was then organized into five-year cohorts, such as 0 to 4 years, 5 to 9 years, and so on. Each of these cohorts was then "survived", or aged into the next cohort by the year 1995. "Surviving" the cohorts is accomplished by applying age- and sex-specific survival rates. These rates represent the proportion of population in each younger cohort that would survive during a given time period (such as 5 years between 1990 and 1995) to become the next older cohort. This process is repeated for each five-year interval between 1990 and 2010.

During each five-year interval, a certain number of live births occur to the women in childbearing ages. To calculate the number of newly born residents of the District, age-specific fertility rates were applied to the numbers of women in childbearing cohorts (15 to 19, 20 to 24, and so on till 45 years and over). Fertility rates indicate how many children women in a given age group are likely to have during each five-year period. Once born, the children become subjects to survival rates and are "moved" through the system like all the other cohorts.

The most difficult part is an estimate of the in- and out-migration for the area. In reality, since little reliable data are available to study in- and out-migration, one works with net migration rates, or the balance between in- and out-migration. Net migration can be

calculated if the population is known at the beginning and the end of a time period, as well as the number of births and deaths. Net migration is positive when more people move into the area than leave it; it is negative if the opposite is true. Net migration rates used in the cohort-component model can be interpreted as the number of people who are added to (or subtracted from) a given cohort per each 100 persons due to migration over a given period of time (in this case, five years). The initial net migration rates for the cohort-component model were derived from the 1980 and 1990 population cohorts of Jackson County, and births and deaths that occurred during 1980-1990. The rates were then modified in the model to fit recent trends for the District. The net migration rates used to forecast the District's population in 2000-2010 were further modified to reflect the most likely future migration patterns; these migration patterns are greatly influenced by housing growth in the area, both current and forecasted. When making the final adjustments to the net migration rates, consideration was given to what local planners predict will happen in the area. This study shows that migration is and will remain the major force behind the rates of population and enrollment growth in the District.

It is apparent that the longer the time span of the forecast, the more difficult it is to make a decision about the rates and assumptions. Thus, it is crucial to have some more recent data that would allow testing, or calibrating, the assumptions used in the model. The District's historical enrollment helped us to calibrate and adjust original migration rates so that a better fit between actual and predicted enrollment figures could be achieved.

# Appendix 1

# Forecast Tables

**Medium Growth Enrollment Forecast by Grade, 2000-2010**
**Eagle Point School District**

|       | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------|------|------|------|------|------|------|------|------|------|------|------|
| **K** | 277 | 286 | 295 | 304 | 313 | 323 | 336 | 349 | 363 | 378 | 393 |
| **1** | 274 | 288 | 299 | 309 | 318 | 328 | 340 | 355 | 370 | 386 | 402 |
| **2** | 258 | 281 | 298 | 309 | 319 | 329 | 341 | 354 | 369 | 385 | 402 |
| **3** | 308 | 269 | 295 | 313 | 324 | 334 | 345 | 358 | 371 | 387 | 403 |
| **4** | 335 | 323 | 283 | 310 | 327 | 339 | 350 | 362 | 374 | 387 | 402 |
| **5** | 340 | 350 | 337 | 295 | 322 | 340 | 353 | 365 | 376 | 389 | 401 |
| **6** | 318 | 349 | 359 | 345 | 302 | 330 | 349 | 364 | 376 | 387 | 399 |
| **7** | 325 | 323 | 355 | 365 | 351 | 308 | 338 | 359 | 373 | 385 | 396 |
| **8** | 318 | 329 | 328 | 361 | 372 | 360 | 317 | 349 | 370 | 383 | 395 |
| **9** | 348 | 327 | 340 | 340 | 376 | 390 | 378 | 332 | 363 | 383 | 396 |
| **10** | 357 | 353 | 333 | 348 | 348 | 386 | 399 | 385 | 337 | 366 | 385 |
| **11** | 327 | 338 | 334 | 314 | 328 | 328 | 363 | 375 | 361 | 316 | 344 |
| **12** | 261 | 303 | 312 | 308 | 290 | 302 | 302 | 334 | 345 | 332 | 291 |
|       |      |      |      |      |      |      |      |      |      |      |      |
| **K-3** | 1,117 | 1,125 | 1,187 | 1,235 | 1,274 | 1,314 | 1,362 | 1,416 | 1,474 | 1,536 | 1,599 |
| **4-6** | 993 | 1,021 | 979 | 950 | 951 | 1,008 | 1,052 | 1,090 | 1,127 | 1,163 | 1,202 |
| **7-8** | 644 | 652 | 682 | 726 | 724 | 668 | 655 | 708 | 743 | 768 | 791 |
| **9-12** | 1,293 | 1,322 | 1,319 | 1,310 | 1,343 | 1,406 | 1,441 | 1,425 | 1,406 | 1,398 | 1,415 |
| **Total** | 4,047 | 4,120 | 4,168 | 4,221 | 4,291 | 4,396 | 4,510 | 4,639 | 4,750 | 4,865 | 5,007 |

## Low Growth Enrollment Forecast by Grade, 2000-2010
### Eagle Point School District

|  | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 277 | 284 | 290 | 296 | 303 | 310 | 317 | 325 | 333 | 342 | 350 |
| 1 | 273 | 287 | 294 | 301 | 307 | 313 | 321 | 329 | 338 | 347 | 356 |
| 2 | 257 | 279 | 294 | 301 | 307 | 314 | 321 | 328 | 337 | 346 | 355 |
| 3 | 307 | 267 | 290 | 305 | 312 | 318 | 325 | 332 | 339 | 347 | 356 |
| 4 | 334 | 320 | 279 | 302 | 317 | 323 | 329 | 335 | 342 | 348 | 356 |
| 5 | 339 | 347 | 331 | 288 | 311 | 325 | 332 | 338 | 343 | 349 | 355 |
| 6 | 317 | 346 | 353 | 337 | 291 | 315 | 330 | 337 | 342 | 347 | 352 |
| 7 | 324 | 320 | 349 | 356 | 339 | 294 | 318 | 334 | 340 | 345 | 349 |
| 8 | 318 | 327 | 322 | 352 | 360 | 344 | 299 | 324 | 339 | 345 | 349 |
| 9 | 347 | 325 | 335 | 332 | 364 | 373 | 357 | 309 | 333 | 347 | 351 |
| 10 | 356 | 351 | 328 | 340 | 337 | 370 | 378 | 359 | 310 | 332 | 345 |
| 11 | 326 | 335 | 329 | 307 | 317 | 314 | 343 | 350 | 332 | 286 | 307 |
| 12 | 261 | 301 | 308 | 301 | 281 | 290 | 286 | 311 | 317 | 301 | 260 |
| | | | | | | | | | | | |
| K-3 | 1,115 | 1,116 | 1,168 | 1,204 | 1,229 | 1,255 | 1,283 | 1,315 | 1,348 | 1,382 | 1,417 |
| 4-6 | 990 | 1,012 | 963 | 926 | 919 | 963 | 991 | 1,010 | 1,027 | 1,044 | 1,062 |
| 7-8 | 642 | 646 | 671 | 708 | 699 | 638 | 617 | 658 | 679 | 690 | 698 |
| 9-12 | 1,290 | 1,311 | 1,299 | 1,280 | 1,300 | 1,347 | 1,364 | 1,330 | 1,292 | 1,266 | 1,263 |
| Total | 4,037 | 4,085 | 4,101 | 4,118 | 4,148 | 4,204 | 4,256 | 4,312 | 4,346 | 4,382 | 4,440 |

**High Growth Enrollment Forecast, 2000-2010**
**Eagle Point School District**

|        | 2000  | 2001  | 2002  | 2003  | 2004  | 2005  | 2006  | 2007  | 2008  | 2009  | 2010  |
|-------:|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| **K**  | 278   | 288   | 298   | 309   | 321   | 332   | 347   | 362   | 378   | 395   | 412   |
| **1**  | 274   | 290   | 303   | 315   | 326   | 339   | 352   | 369   | 387   | 405   | 424   |
| **2**  | 259   | 283   | 301   | 315   | 327   | 340   | 354   | 369   | 388   | 406   | 425   |
| **3**  | 308   | 271   | 299   | 318   | 332   | 345   | 358   | 374   | 390   | 409   | 428   |
| **4**  | 335   | 325   | 287   | 315   | 335   | 349   | 363   | 378   | 393   | 409   | 428   |
| **5**  | 341   | 352   | 341   | 301   | 330   | 350   | 366   | 381   | 396   | 412   | 428   |
| **6**  | 319   | 351   | 363   | 352   | 309   | 340   | 362   | 380   | 396   | 411   | 427   |
| **7**  | 326   | 325   | 359   | 371   | 359   | 317   | 351   | 375   | 393   | 409   | 424   |
| **8**  | 319   | 331   | 331   | 367   | 381   | 370   | 329   | 364   | 388   | 406   | 422   |
| **9**  | 349   | 329   | 343   | 345   | 383   | 399   | 389   | 345   | 380   | 403   | 420   |
| **10** | 357   | 355   | 336   | 352   | 354   | 394   | 410   | 398   | 351   | 384   | 406   |
| **11** | 328   | 339   | 336   | 318   | 333   | 335   | 372   | 387   | 376   | 332   | 363   |
| **12** | 262   | 305   | 315   | 312   | 295   | 309   | 310   | 345   | 359   | 349   | 307   |
|        |       |       |       |       |       |       |       |       |       |       |       |
| **K-3**  | 1,119 | 1,132 | 1,201 | 1,257 | 1,306 | 1,355 | 1,412 | 1,475 | 1,543 | 1,614 | 1,688 |
| **4-6**  | 995   | 1,028 | 991   | 968   | 973   | 1,039 | 1,091 | 1,139 | 1,186 | 1,232 | 1,283 |
| **7-8**  | 645   | 656   | 690   | 738   | 740   | 688   | 679   | 739   | 782   | 815   | 845   |
| **9-12** | 1,295 | 1,327 | 1,330 | 1,326 | 1,365 | 1,436 | 1,482 | 1,475 | 1,466 | 1,468 | 1,497 |
| **Total** | 4,055 | 4,142 | 4,212 | 4,289 | 4,385 | 4,518 | 4,664 | 4,828 | 4,976 | 5,130 | 5,313 |

# Total and School-Age Population, 2000-2010

## Medium Growth Forecast

|      | 00-04 | 05-09 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85+ | Total |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|
| 1990 | 1,367 | 1,557 | 1,533 | 1,236 | 848   | 1,180 | 1,337 | 1,466 | 1,315 | 1,078 | 950   | 909   | 879   | 765   | 538   | 394   | 168   | 108 | 17,629 |
| 1995 | 1,298 | 1,514 | 1,684 | 1,604 | 1,135 | 776   | 1,226 | 1,434 | 1,562 | 1,372 | 1,110 | 991   | 962   | 923   | 745   | 471   | 302   | 185 | 19,295 |
| 2000 | 1,355 | 1,464 | 1,699 | 1,823 | 1,501 | 1,057 | 833   | 1,364 | 1,581 | 1,679 | 1,445 | 1,182 | 1,071 | 1,030 | 911   | 655   | 363   | 336 | 21,347 |
| 2005 | 1,637 | 1,669 | 1,791 | 1,981 | 1,732 | 1,417 | 1,221 | 1,011 | 1,629 | 1,821 | 1,868 | 1,628 | 1,358 | 1,222 | 1,065 | 823   | 511   | 541 | 24,924 |
| 2010 | 1,910 | 2,033 | 2,058 | 2,104 | 1,888 | 1,640 | 1,648 | 1,494 | 1,216 | 1,887 | 2,038 | 2,115 | 1,880 | 1,556 | 1,270 | 967   | 643   | 819 | 29,169 |

## Low Growth Forecast

|      | 00-04 | 05-09 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85+ | Total |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|
| 1990 | 1,367 | 1,557 | 1,533 | 1,236 | 848   | 1,180 | 1,337 | 1,466 | 1,315 | 1,078 | 950   | 909   | 879   | 765   | 538   | 394   | 168   | 108 | 17,629 |
| 1995 | 1,298 | 1,514 | 1,684 | 1,604 | 1,135 | 776   | 1,226 | 1,434 | 1,562 | 1,372 | 1,110 | 991   | 962   | 923   | 745   | 471   | 302   | 185 | 19,295 |
| 2000 | 1,355 | 1,464 | 1,699 | 1,823 | 1,501 | 1,057 | 833   | 1,364 | 1,581 | 1,679 | 1,445 | 1,182 | 1,071 | 1,030 | 911   | 655   | 363   | 336 | 21,347 |
| 2005 | 1,575 | 1,597 | 1,715 | 1,904 | 1,696 | 1,389 | 1,174 | 968   | 1,565 | 1,758 | 1,817 | 1,586 | 1,324 | 1,194 | 1,047 | 815   | 508   | 519 | 24,151 |
| 2010 | 1,732 | 1,802 | 1,817 | 1,877 | 1,774 | 1,572 | 1,507 | 1,325 | 1,081 | 1,701 | 1,870 | 1,956 | 1,737 | 1,440 | 1,194 | 930   | 628   | 727 | 26,670 |

## High Growth Forecast

|      | 00-04 | 05-09 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85+ | Total |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-------|
| 1990 | 1,367 | 1,557 | 1,533 | 1,236 | 848   | 1,180 | 1,337 | 1,466 | 1,315 | 1,078 | 950   | 909   | 879   | 765   | 538   | 394   | 168   | 108 | 17,629 |
| 1995 | 1,298 | 1,514 | 1,684 | 1,604 | 1,135 | 776   | 1,226 | 1,434 | 1,562 | 1,372 | 1,110 | 991   | 962   | 923   | 745   | 471   | 302   | 185 | 19,295 |
| 2000 | 1,355 | 1,465 | 1,700 | 1,824 | 1,500 | 1,057 | 834   | 1,365 | 1,583 | 1,680 | 1,446 | 1,182 | 1,072 | 1,031 | 911   | 655   | 363   | 337 | 21,360 |
| 2005 | 1,666 | 1,721 | 1,845 | 2,023 | 1,689 | 1,379 | 1,244 | 1,041 | 1,676 | 1,862 | 1,904 | 1,670 | 1,407 | 1,273 | 1,099 | 839   | 517   | 581 | 25,436 |
| 2010 | 1,952 | 2,147 | 2,199 | 2,225 | 1,888 | 1,564 | 1,645 | 1,577 | 1,295 | 1,994 | 2,132 | 2,220 | 2,004 | 1,684 | 1,368 | 1,018 | 663   | 922 | 30,497 |