

Dripping Springs

Independent School District

Demographic Update



Dripping Springs High School

POPULATION AND SURVEY ANALYSTS
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Housing Projections
Ratios of Students per Household
Student Enrollment Projections
Long Range Planning

December, 2012



Executive Summary

Population and Survey Analysts (PASA) has completed a Demographic Update for Dripping Springs I.S.D. by studying student residential locations, potential growth and decline, housing trends, and economic factors inherent to the District. PASA studied the expected long-term trends for the District, and created a dataset to use in planning for the next ten years. The findings of this Report are detailed in this document.

Dripping Springs I.S.D. at an important crossroads, in that the potential for future growth is accelerated compared to past growth trends. The District has several unique characteristics that are likely to propel student enrollment growth in the upcoming years.

Accelerated housing starts within the District – Annual housing starts in the District (within platted subdivisions) have steadily increased over the past few years. The year ending in Dec 2010 yielded 188 new housing starts in D.S.I.S.D., while the year ending in Dec 2011 yielded 219 starts (16% gain). Further, housing starts increased ~20% during the year ending November 2012 compared to the previous year. This is less than the 37% annual increase for the Austin area as a whole, but the median prices for homes in the Dripping Springs School District are higher.

Improving utility infrastructure – New formalized approaches to providing water and wastewater should continue to improve -- through two separate processes. The City of Dripping Springs will be working with developers to provide greater water and wastewater capacity. At the same time, there is increasing interest in the formation of a public utility agency, such as West Travis County's PUA. While a new entity, this Agency has already planned large new water and wastewater lines for western Travis County, having an immediate and significant impact on residential development, particularly, multi-family development. Comparable improvements in western Hays County will have similar positive impacts, while acknowledging that the vast majority of the District is in aquifer contributory zones.

Transportation improvements – Roadway improvements, such as the US 290 widening and other future localized arterials, will contribute to accelerated residential development and student growth.

Upper socioeconomic demographics and quality of life factors – Dripping Springs I.S.D. now has the 2nd highest median income in the region, the 2nd highest educational attainment, the 3rd highest standardized test passage rates, and 3rd lowest disadvantaged student population – relative to the other 34 districts in the five county Austin-Round Rock-San Marcos

Metropolitan Statistical Area. This perception of high quality of life gives Dripping Springs I.S.D. a competitive advantage over other area in terms of new residents choosing to move into the district.

The City of Dripping Springs' uniquely large Extra Territorial Jurisdiction (ETJ) provides localized control over quality of life characteristics. The School District will retain its upper socioeconomic characteristics, with well-maintained infrastructure, a perceived sense of security and safety. These characteristics will spawn significantly higher student growth than if the City of Austin was the majority municipality.

Relatively new schools – Dripping Springs I.S.D. is ranked among the top three districts in the Austin area with regard to several quality of life factors, along with Lake Travis I.S.D. and Eanes I.S.D. Another advantage Dripping Springs has in attracting new parents is the relatively young age of the schools, especially given the average age of Lake Travis schools (14 years old) and Eanes schools (32 years old).

Introduction

1

Population and Survey Analysts (PASA) has recently completed a Demographic Update for Dripping Springs I.S.D. by studying student residential locations, potential growth and decline, housing trends, and economic factors inherent to the District. PASA studied the expected long-term trends for the District, and created a dataset to use in planning for the next ten years. The findings of this Report are detailed in the following document.

Budget cuts are affecting all Texas districts this year and beyond. Facility planning becomes critical to best utilize bond funds and M&O funds. In fact, as districts are looking to reduce their costs, (1) personnel outside the classroom and (2) utilization of buildings are typically the two top areas to assess. This Report aids Dripping Springs I.S.D. in making the best use of every existing school, and revising the timing of new schools – using a large number of related factors for decision-making. Ultimately, updated demographic data tied to rigorous school capacity analyses can provide the basis for large savings for the District.

Demographic Study Objectives and Methodology

PASA projects student data for a School District by using forward-looking techniques – not by relying on past rates of change. As a result, the data that PASA generates is more rigorous and more usable by school districts than data created by other public or private entities because they assess the reality of development on the ground – using multiple variables for projections purposes. The steps in the gathering of this data are outlined below and organized by chapter.

Chapter 1 –

- Introductory materials comparing the District to surrounding districts
- Economic data
- Recent enrollment trends by grade
- Private school data

PASA uses this data to understand the competitive advantage the District has over other nearby districts or schools, and also to understand recent enrollment trends by grade and grade group.

Chapter 2 –

- Planning Unit maps
- Maps and spreadsheets of projected housing occupancies – both single- and multi-family – for the 10 year timeframe

- Maps containing aerial imagery and data on parcels, subdivisions, and multi-family complexes

In order to project student enrollment accurately, PASA employees assess the 10-year development potential for each major parcel of land in the District. Data is gathered for every subdivision, apartment complex, townhome and mobile home -- and then aggregated into Planning Units. Projected housing occupancies are based on interviews with up to 100 real estate experts, commercial brokers, city and county officials, and others, who are familiar with development expected in the area.

Chapter 3 –

- Current ratios of students per household for both single- and multi-family housing units
- Maps and spreadsheets of this ratio data

PASA must understand how many new students each new house will yield. The common assumption is that each home contains an average of two students, but in reality, the ratios of students enrolled in the District at any given time is much lower than that.

Chapter 4 –

- Maps of the current student population, geo-coded by their home addresses
- Maps of past changes in the student population, showing which areas are increasing or declining in students

Knowing where new homes will be built (yielding future students) is only half the picture. PASA must also understand where the current students live and where students have redistributed within the District over the past few years. These maps illustrate areas in which existing homes are becoming more oriented to families with school-aged children and other changes that are then applied to the projections of future student population.

Chapter 5 –

- Three scenarios of Districtwide, grade level growth: Low Growth, Moderate Growth, and High Growth
- Charts containing projections by Planning Unit, based on the Moderate Growth Scenario
- Maps detailing the projections by Planning Unit, based on the Moderate Growth Scenario

PASA develops three scenarios of growth, in an attempt to "bracket-in" all future growth patterns. The Most-Likely Scenario of Growth is used as the basis of long range planning in this Report, but the Low and High Growth Scenarios must also be considered as feasible possibilities when planning for future facility utilization.

Chapter 6 –

- Charts of current transfers by attendance zone
- Maps and charts detailing the projected student population compared to the capacity of each facility

PASA uses the data prepared in the Demographic Update to assess the long-term stability of each existing attendance zone, and also projects when and where additional facilities might be warranted.

Student Growth Trends

Austin Region's Enrollment Trends

The following maps illustrate how demographic trends in Dripping Springs I.S.D. compare to other districts in the greater Austin area, based on phone calls to each District in mid-September, 2012. This enrollment data will be less accurate than the official PEIMS snapshot data, but should provide a good understanding of the recent growth trends in areas surrounding the District. Dripping Springs I.S.D. had 4,786 students enrolled in mid-September, which reflects a 200 student (4.4%) increase over PEIMS 2011. This is also reflective of a 766 (19%) student increase over the last 5 years.

Trends in Grade Sizes that Affect Future Enrollment

Kindergarten growth has fluctuated over the past two years from a decline of -11% last year to 10.6% growth this year, the latter based on PASA's telephone interviews from September, 2012. Dripping Springs I.S.D. has had a significant gain in the size of the KN class in the past 10 years – an average gain of 6.1%. Most suburban Districts in Texas have experienced deceleration of growth in the youngest grades due to the lack of easily obtainable mortgages. And, the urban Districts, particularly with a large number of rental units, have been experiencing larger KN classes (see Austin I.S.D. at 9.02%), presumably as young families, unable to obtain mortgages, are moving to apartments and other rentals which are largely available in the urban core.

But, Dripping Springs has been bucking this trend. Indeed, an analysis of the past decade of enrollment trends (refer to Historical Growth Trends chart) shows the expected fluctuation in class sizes from year to year, and also a general trend of an increasing proportion of elementary school aged students (and a resulting decline in the proportion at the high school level) between the Fall, 2003 and the Fall, 2012.

Further, it is anticipated that there will be an acceleration of approved home loans by Spring, 2013, due to young families striving to improve credit scores and also due to low interest rates. This translates into a higher proportion of growth happening in the KN and other elementary grades.

The next chart compares the number of children born to mothers living within D.S.I.S.D. to the Kindergarten enrollment in the District five years later. This chart shows that there was a significant acceleration of in-migration of pre-school aged children into the District between the years of 2006 and 2010 (blue KN slope increases faster than the pink births slope). Additionally, it is anticipated that this in-migration will likely continue as the District continues attract children to the schools, but at a more constant rate, as the price points of the District are not geared largely to the youngest of families.

Socioeconomic Characteristics

Economically Disadvantaged Student Population

Many non-specific quality of life opinions held by the public can be studied empirically using two factors from school district data. First, the percentage of students who qualify for the free/reduced price lunch program is tightly correlated with median household income and median housing value. Therefore, analysis of the free/reduced lunch population offers an annually updated assessment of this quality of life indicator. The most recent PEIMS data that is available for the entire State is from 2011-12. In 2011-12, D.S.I.S.D. had only 14.7% of enrolled students who were eligible for the free/reduced price lunch program in the Fall, 2011, compared to 30.2% in Wimberly I.S.D., 52.7% in Blanco I.S.D., 41.7% in Johnson City I.S.D., 49.1% in Hays Consolidated I.S.D., and 63.9% in Austin I.S.D. This measure has become an important factor that new parents use when deciding where to purchase a new home – placing Dripping Springs I.S.D. as a district perceived to have strong quality of life characteristics.

Standardized Tests

Another quality of life indicator commonly being used is performance on the State-mandated TAKS test. While most Districts focus on small subsets of the population and scores on specific tests, a more global analysis provides a good comparison of overall performance between districts. Because of the gradual transition to the use of the STAAR standardized tests for all grades, TAKS data is still being used by PASA to compare districts. In Spring 2011, 89% of Dripping Springs I.S.D. students passed all sections of the TAKS test, compared to 77% Statewide. This ranks Dripping Springs I.S.D. among the highest scoring districts in the Austin area (following Eanes I.S.D. and Lake Travis I.S.D.) and provides Dripping Springs I.S.D. a competitive advantage in attracting new residents.

Other Socioeconomic Indicators

Other socioeconomic characteristics of School Districts like Dripping Springs I.S.D. are updated annually by the American Community Survey. The newly released 2011 data, compared to the 2010 data, illustrates that the Dripping Springs I.S.D. population is:

1. Becoming Younger – median age dropped from 42.5 years old 41.4 years old, compared to the State of Texas median which grew from 33.1 to 33.7 years old.
2. Becoming more educated – 60% of the population holds a bachelor's degree or higher, compared to 54.7% in 2010 and 26% Statewide. D.S.I.S.D. ranks second in the Austin area with the highest percent of college educated adults (as of 2011 ACS data), behind Eanes I.S.D.
3. Affluent – median household income in Dripping Springs I.S.D. is \$107,557 this year, compared to \$50,266 Statewide. Similar to educational level, D.S.I.S.D. ranks second in the Austin area with the highest median household income (as of 2011 ACS data), behind Eanes I.S.D.

Employment Trends

Employment by Sector

The American Community Survey provides annually updated information about residents of Dripping Springs I.S.D., including the economic sectors in which residents are employed.

Not surprisingly, the largest employment sectors represented in the District are the Professional services (employs 21% of D.S.I.S.D. residents), Education sector (employs 17% of D.S.I.S.D. residents), and Retail Trade sector and Construction sector, which each employ 11% of D.S.I.S.D. residents.

Job Recovery

Over the past year, all entities in Dripping Springs I.S.D., including City of Austin, Travis County, and Hays County, have all increased employment by about 4.59% through December, 2012 (refer to employment trends table). Likewise, unemployment rates have dropped over the past year in all these entities by about one percentage point on average.

The think tank, Brookings Institution, reported in Nov., 2012 that two measures can be used to estimate full recovery since the recession: employment growth and output per capita (i.e., standard of living). The Austin region had fully recovered to pre-recession employment levels, along with Houston and D-FW. However, only the latter, i.e., the North Texas area, is back to its pre-recession standard of living per capita – and not yet the Austin or Houston metro areas.

As noted above, the unemployment rates have dropped by an average of one percentage point over the past year – with unemployment in the Austin metro area lower than in the other large metro areas in Texas – an average of 5.3% in the Austin–Round Rock MSA ending in Oct., 2012, 6.0% in the San Antonio MSA, 6.2% in Dallas-Fort Worth-Arlington, followed by 6.2% in the Houston MSA. Earlier warnings about jobs lost in the recession never returning, and unemployment hovering at a consistently higher level seem to be unfounded for the Austin-Round Rock MSA. The past two years of employment gains in Austin have been very effective in keeping pace with the accelerated demand for jobs.

Private School Enrollment

An increasingly common factor for public schools to consider is the impact that private and charter schools have on public school enrollment. Included in this chapter is a summary of the survey of area private schools conducted by PASA this year. Schools included in this survey were both those located within D.S.I.S.D. boundaries, as well as those located near major employment centers that could potentially enroll students living in D.S.I.S.D. Based on these interviews with headmasters and enrollment coordinators at each private school, there are an estimated 199 students in KN-12th grades who live within D.S.I.S.D. that attend these private schools. In other words, approximately

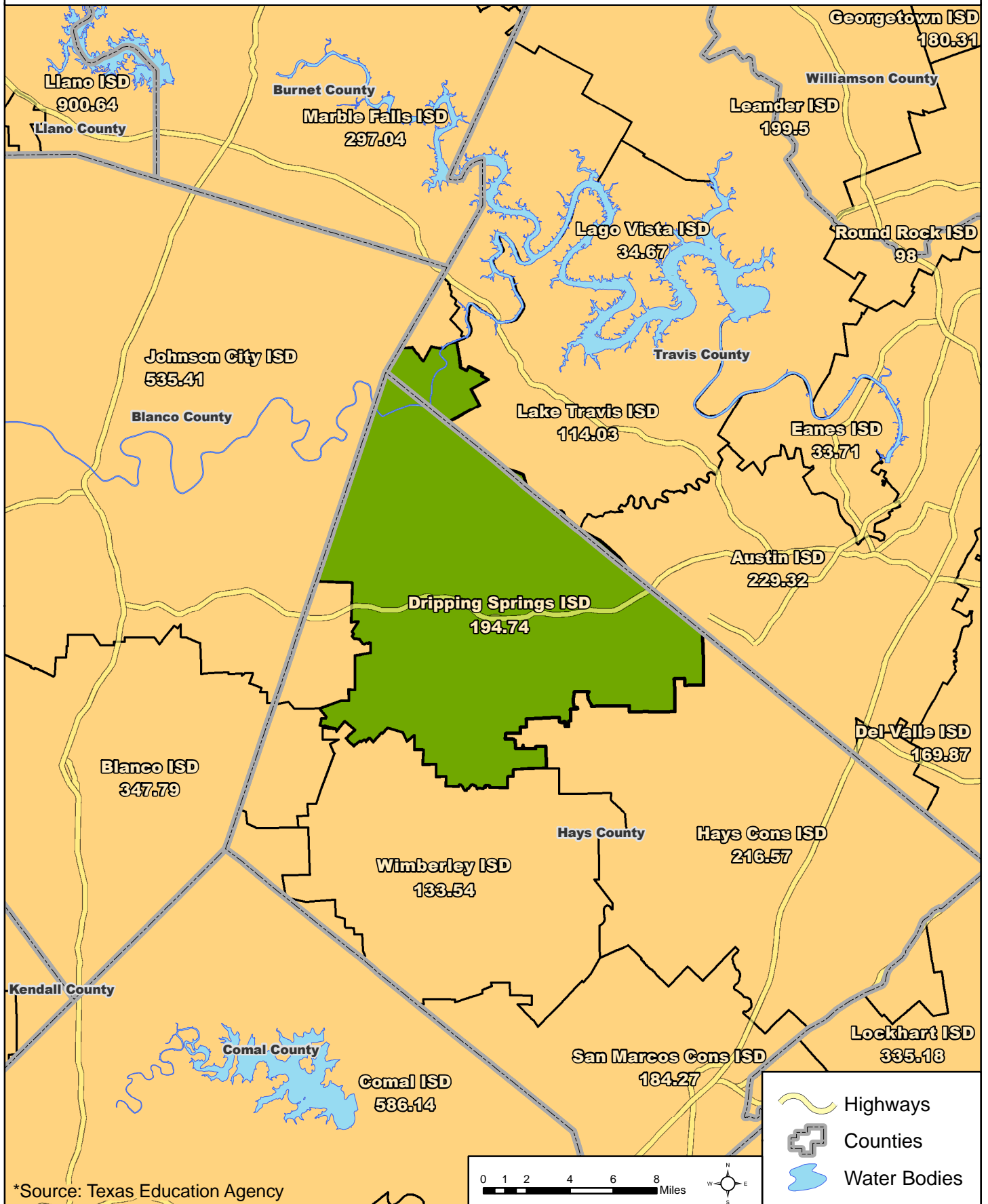
4.00% of the school-aged population living within D.S.I.S.D. boundaries attends private schools. This is a very small percent of the total student-aged population within the District, implying that the perception of public schools in Dripping Springs I.S.D. is very positive.

Based on the private schools' plans for expansion of facilities and enrollment goals, these schools in the area could draw only a few more students from the D.S.I.S.D. public school system over the next five years, and due to the expected growth in Dripping Springs I.S.D., the proportion of the school-aged population enrolled in private schools could remain relatively constant at 4.06%.

Likewise, if a continued downturn in economic conditions were to occur, then this will discourage families from financing private school educations. Thus, D.S.I.S.D. could receive some of these projected 258 students into the public school system.

Dripping Springs I.S.D.

Square Miles



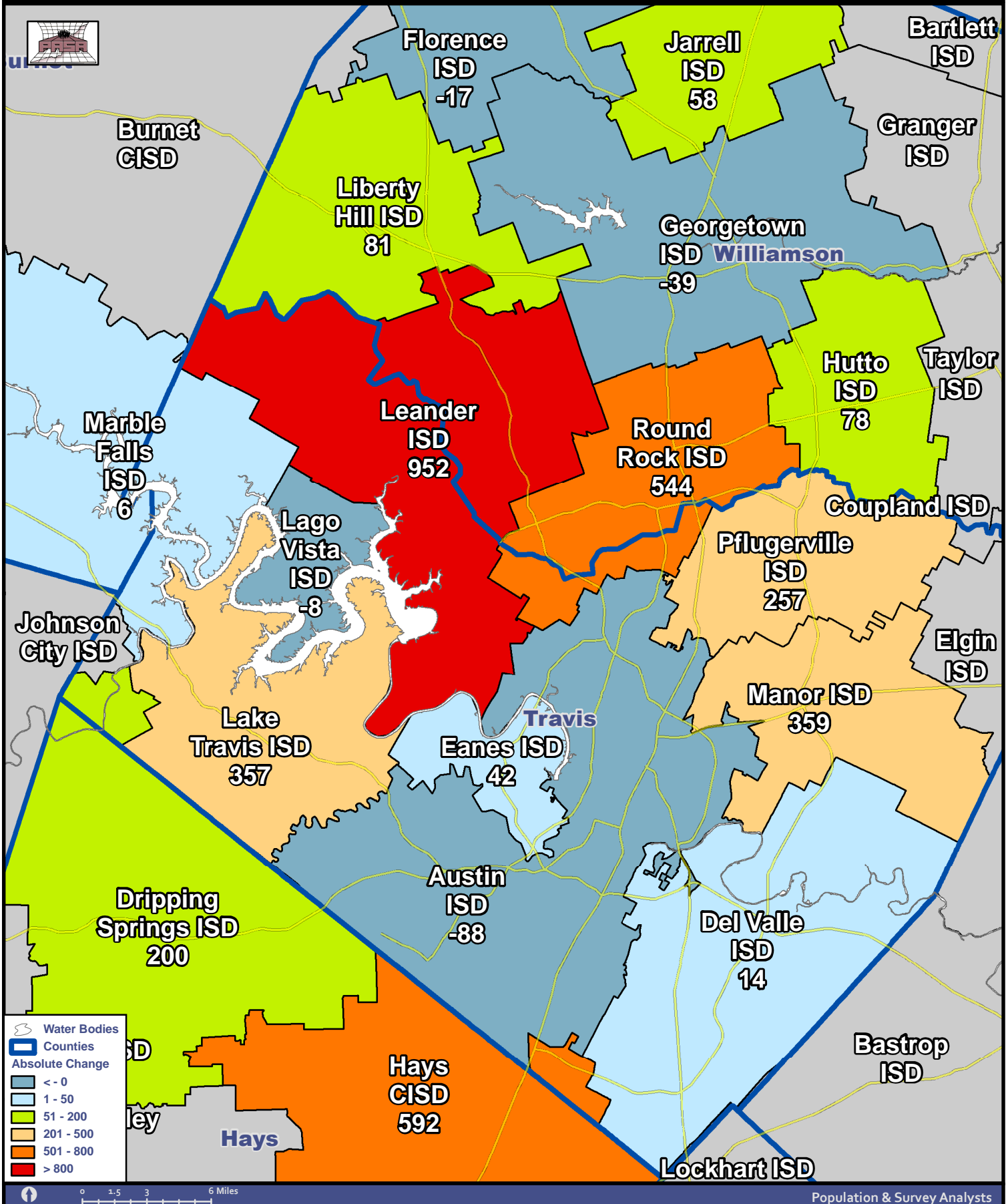
*Source: Texas Education Agency

Absolute Change in School District Enrollment

1-Year Change: 2011-12 to 2012-13

(based on pre-PEIMS estimates in September 2012)

AUSTIN

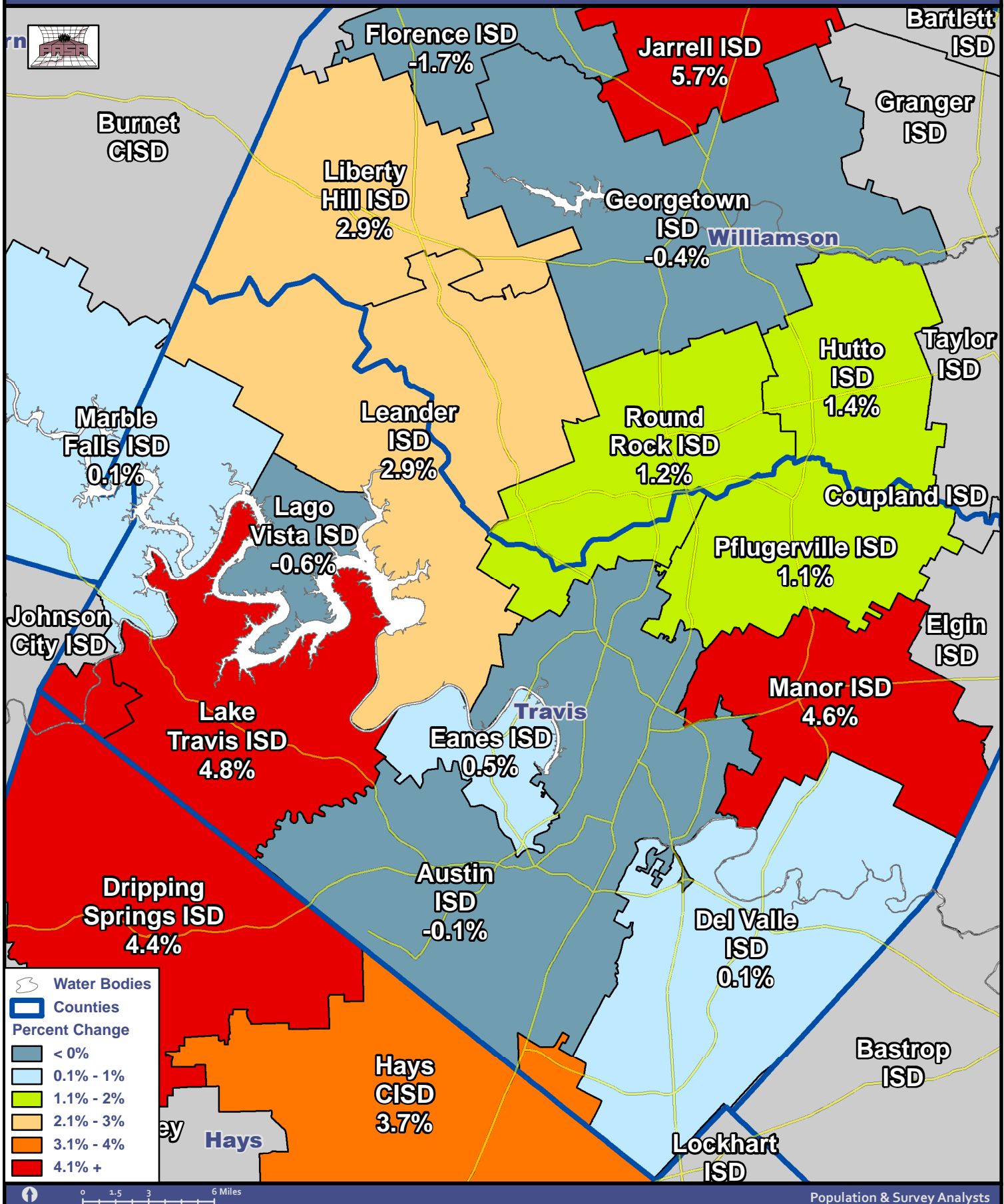


Percent Change in School District Enrollment

1-Year Change: 2011-12 to 2012-13

(based on pre-PEIMS estimates in September 2012)

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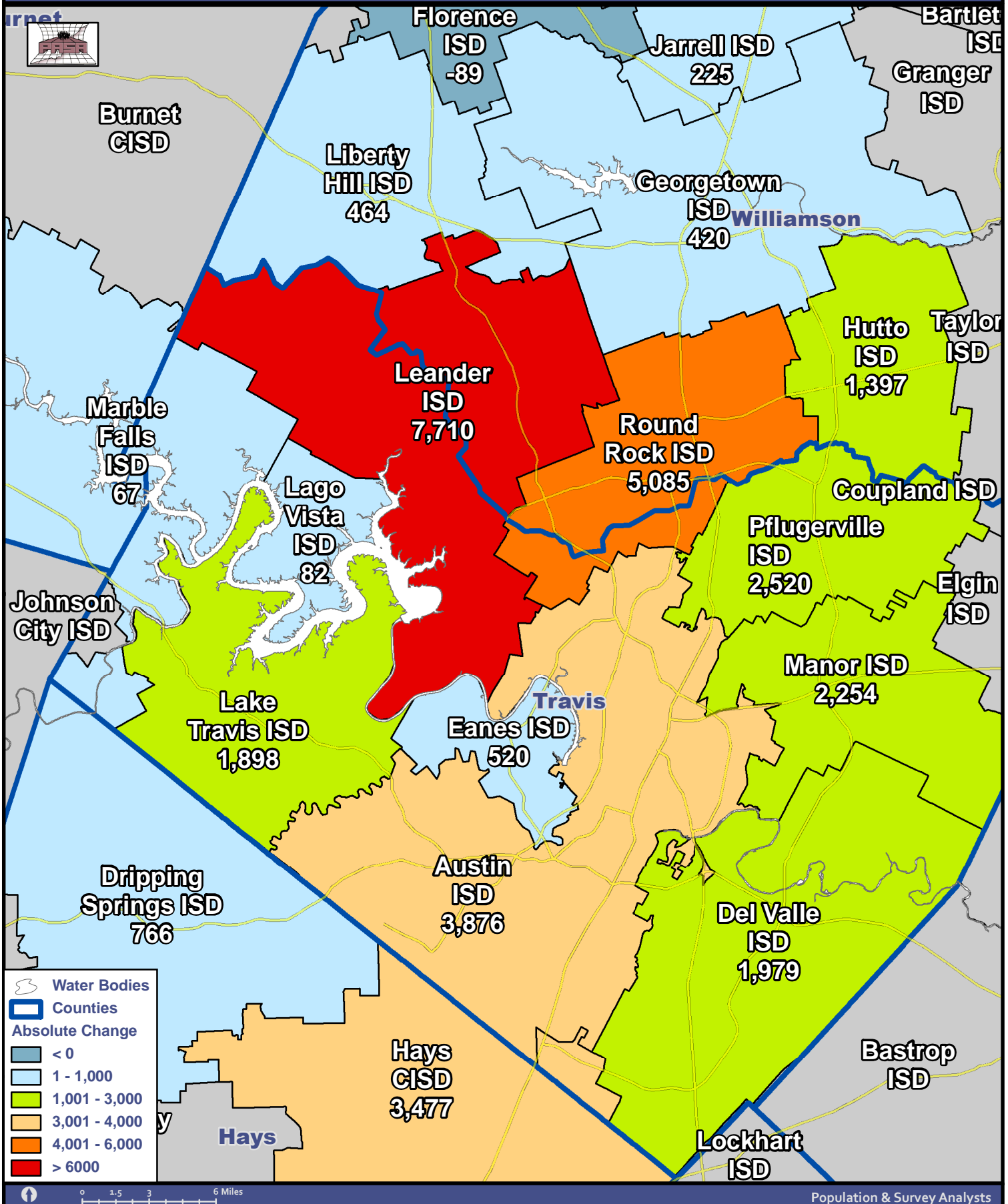


Absolute Change in School District Enrollment

5-Year Change: 2007-08 to 2012-13

(based on pre-PEIMS estimates in September 2012)

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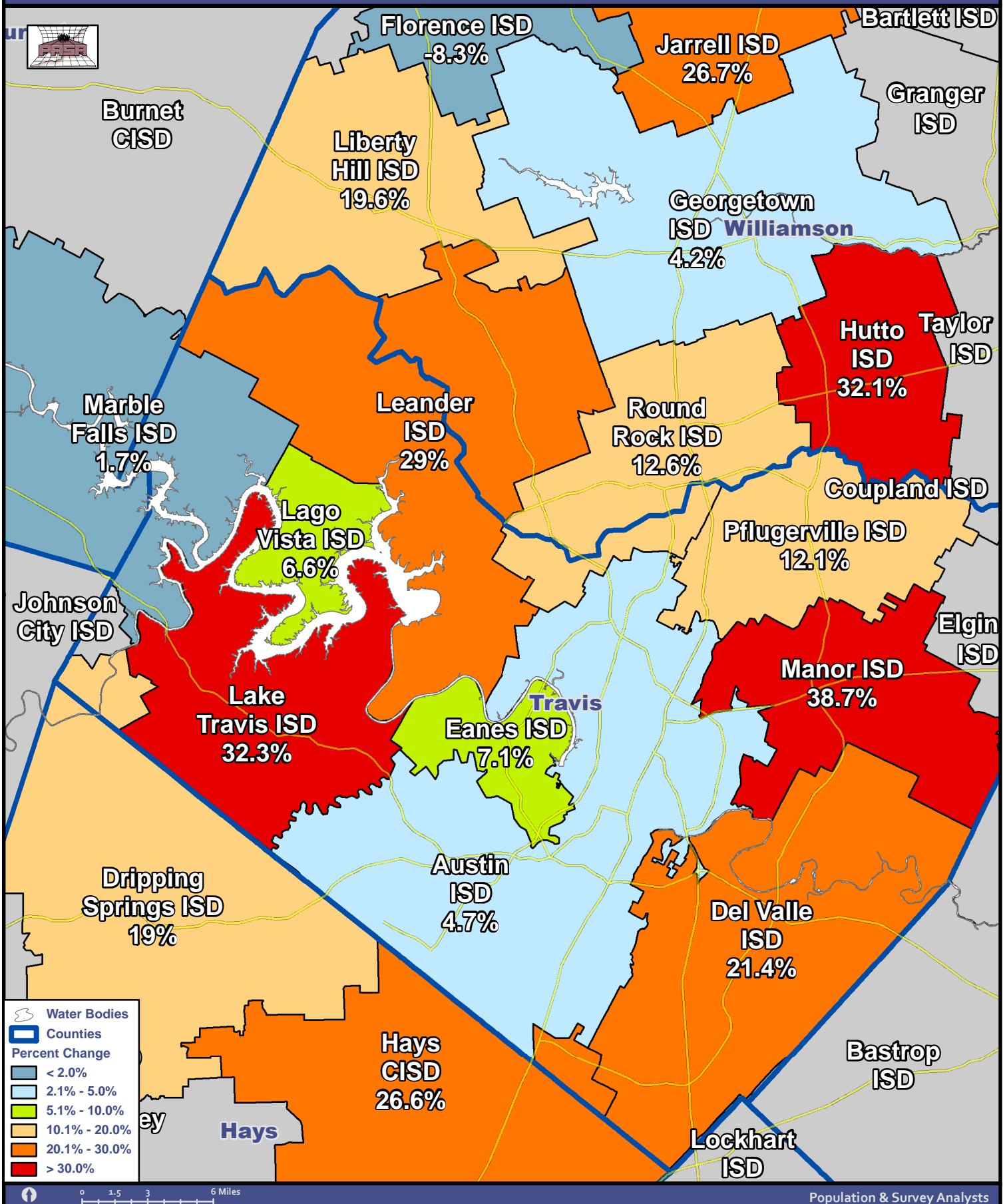
Population & Survey Analysts

Percent Change in School District Enrollment

5-Year Change: 2007-08 to 2012-13

(based on pre-PEIMS estimates in September 2012)

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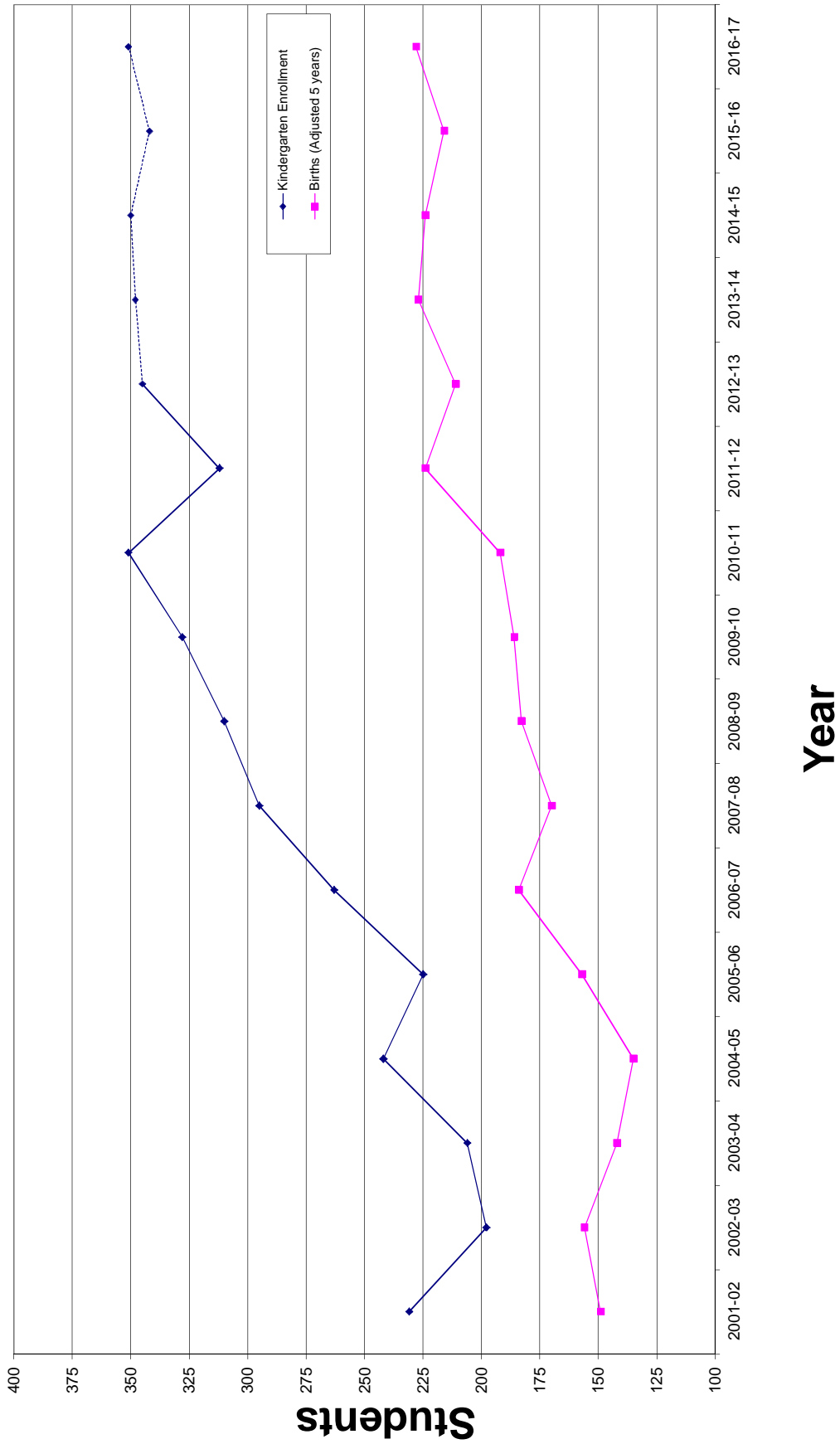




Historical Growth Trends by Grade and Grade Group in Dripping Springs I.S.D.

	2003-04	2004-05	% Chg.	2005-06	05-06/ 04-05	% Chg.	2006-07	06-07/ 05-06	2007-08	07-08/ 06-07	% Chg.	2008-09	08-09/ 07-08	% Chg.	2009-10	09-10/ 08-09	% Chg.	2010-11	10-11/ 09-10	% Chg.	2011-2012	11-12/ 10-11	% Chg.	2012-2013	12-13/ 11-12	% Chg.
EE	21	32	52.38%	24	-25.00%	23	-4.17%	22	-4.35%	29	31.82%	29	5.08%	35	20.69%	34	-2.86%	33	-2.94%	36	9.09%					
PK	18	19	5.56%	23	21.05%	23	0.00%	39	69.57%	29	-25.64%	29	-25.64%	74	155.17%	89	20.27%	95	6.74%	97	2.11%					
KG	206	242	17.48%	225	-7.02%	263	16.89%	295	12.17%	310	5.08%	310	2.38%	328	5.81%	351	7.01%	312	-11.11%	345	10.58%					
1	201	242	20.40%	271	11.98%	255	-5.90%	294	15.29%	301	2.38%	301	2.38%	332	10.30%	334	0.60%	366	9.58%	327	-10.66%					
2	241	223	-7.47%	264	18.39%	298	12.88%	289	-3.02%	296	2.42%	296	2.42%	326	10.14%	350	7.36%	337	-3.71%	390	15.73%					
3	209	260	24.40%	242	-6.92%	287	18.60%	331	15.33%	317	-4.23%	317	-4.23%	310	-2.21%	348	12.26%	365	4.89%	359	-1.64%					
4	234	226	-3.42%	274	21.24%	271	-1.09%	307	13.28%	341	11.07%	341	11.07%	339	-0.59%	321	-5.31%	352	9.66%	368	4.55%					
5	261	248	-4.98%	242	-2.42%	296	22.31%	310	4.73%	319	2.90%	319	2.90%	349	9.40%	354	1.43%	351	-0.85%	374	6.55%					
6	266	270	1.50%	277	2.59%	282	1.81%	316	12.06%	309	-2.22%	309	-2.22%	334	8.09%	361	8.08%	351	-2.77%	365	3.99%					
7	291	287	-1.37%	286	-0.35%	286	0.00%	307	7.34%	340	10.75%	340	10.75%	305	-10.29%	338	10.82%	380	12.43%	365	-3.95%					
8	270	299	10.74%	302	1.00%	309	2.32%	314	1.62%	324	3.18%	324	3.18%	361	11.42%	325	-9.97%	344	5.85%	393	14.24%					
9	354	315	-11.02%	378	20.00%	393	3.97%	365	-7.12%	355	-2.74%	355	-2.74%	363	2.25%	383	5.51%	360	-6.01%	395	9.72%					
10	275	301	9.45%	265	-11.96%	297	12.08%	331	11.45%	309	-6.65%	309	-6.65%	312	0.97%	338	8.33%	354	4.73%	327	-7.63%					
11	216	221	2.31%	246	11.31%	207	-15.85%	288	39.13%	298	3.47%	298	3.47%	293	-1.68%	285	-2.73%	315	10.53%	340	7.94%					
12	217	237	9.22%	243	2.53%	276	13.58%	215	-22.10%	264	22.79%	264	22.79%	270	2.27%	279	3.33%	274	-1.79%	305	11.31%					
Total	3,280	3,422	4.33%	3,562	4.09%	3,766	5.73%	4,023	6.82%	4,141	2.93%	4,141	2.93%	4,331	4.59%	4,490	3.67%	4,589	2.20%	4,786	4.29%					
EE-5th	1,391	1,492	7%	1,565	5%	1,716	10%	1,887	10%	1,942	3%	1,942	3%	2,093	8%	2,181	4%	2,211	1%	2,296	4%					
6th-8th	827	856	4%	865	1%	877	1%	937	7%	973	4%	973	4%	1,000	3%	1,024	2%	1,075	5%	1,123	4%					
9th-12th	1,062	1,074	1%	1,132	5%	1,173	4%	1,199	2%	1,226	2%	1,226	2%	1,238	1%	1,285	4%	1,303	1%	1,367	5%					
% EE-5th	42.41%	43.60%		43.94%		45.57%		46.91%		46.90%		46.90%		48.33%		48.57%		48.18%		47.97%						
% 6th-8th	25.21%	25.01%		24.28%		23.29%		23.29%		23.50%		23.50%		23.09%		22.81%		23.43%		23.46%						
% 9th-12th	32.38%	31.39%		31.78%		31.15%		29.80%		29.61%		29.61%		28.58%		28.62%		28.39%		28.56%						

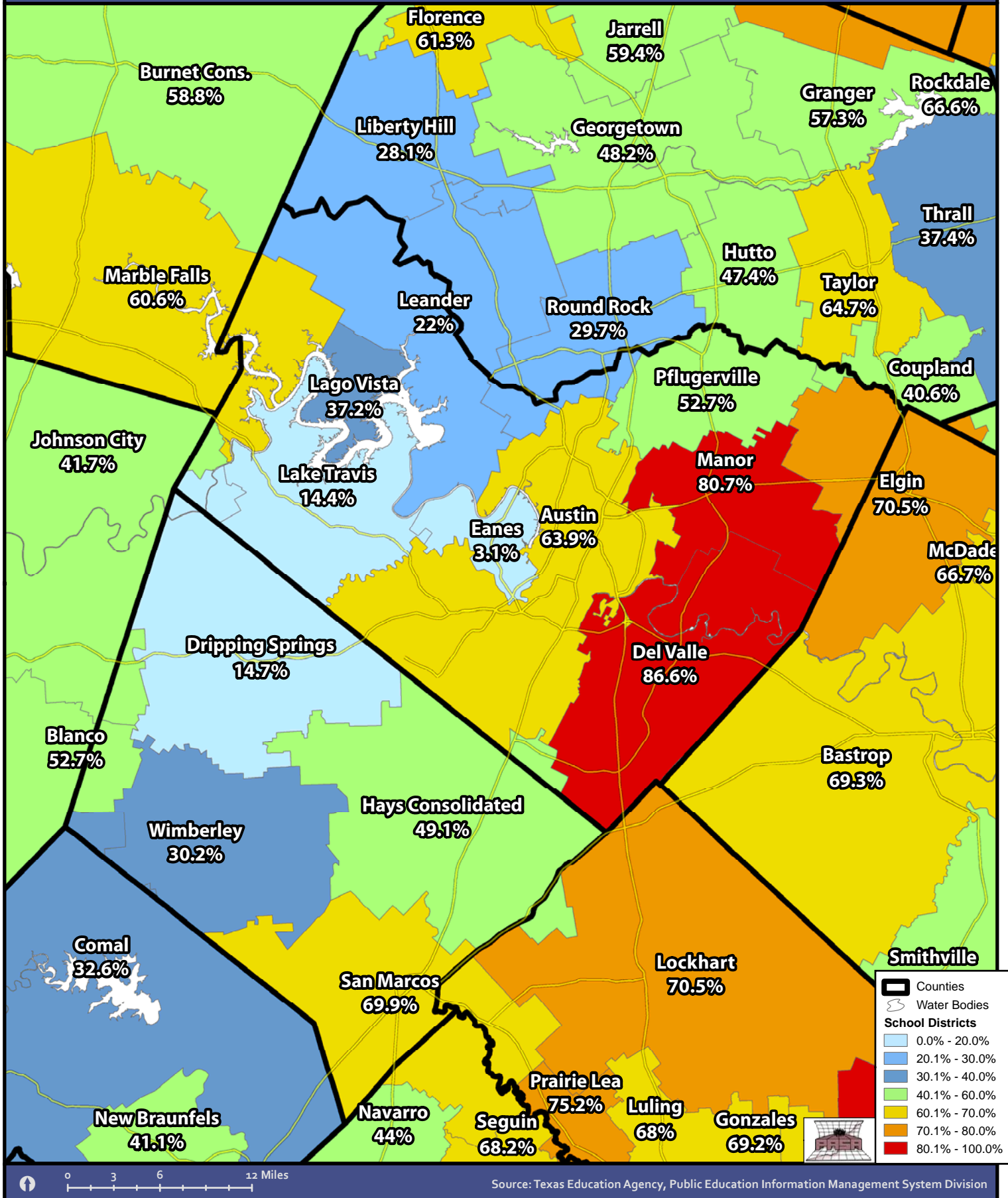
KN Enrollment vs Births



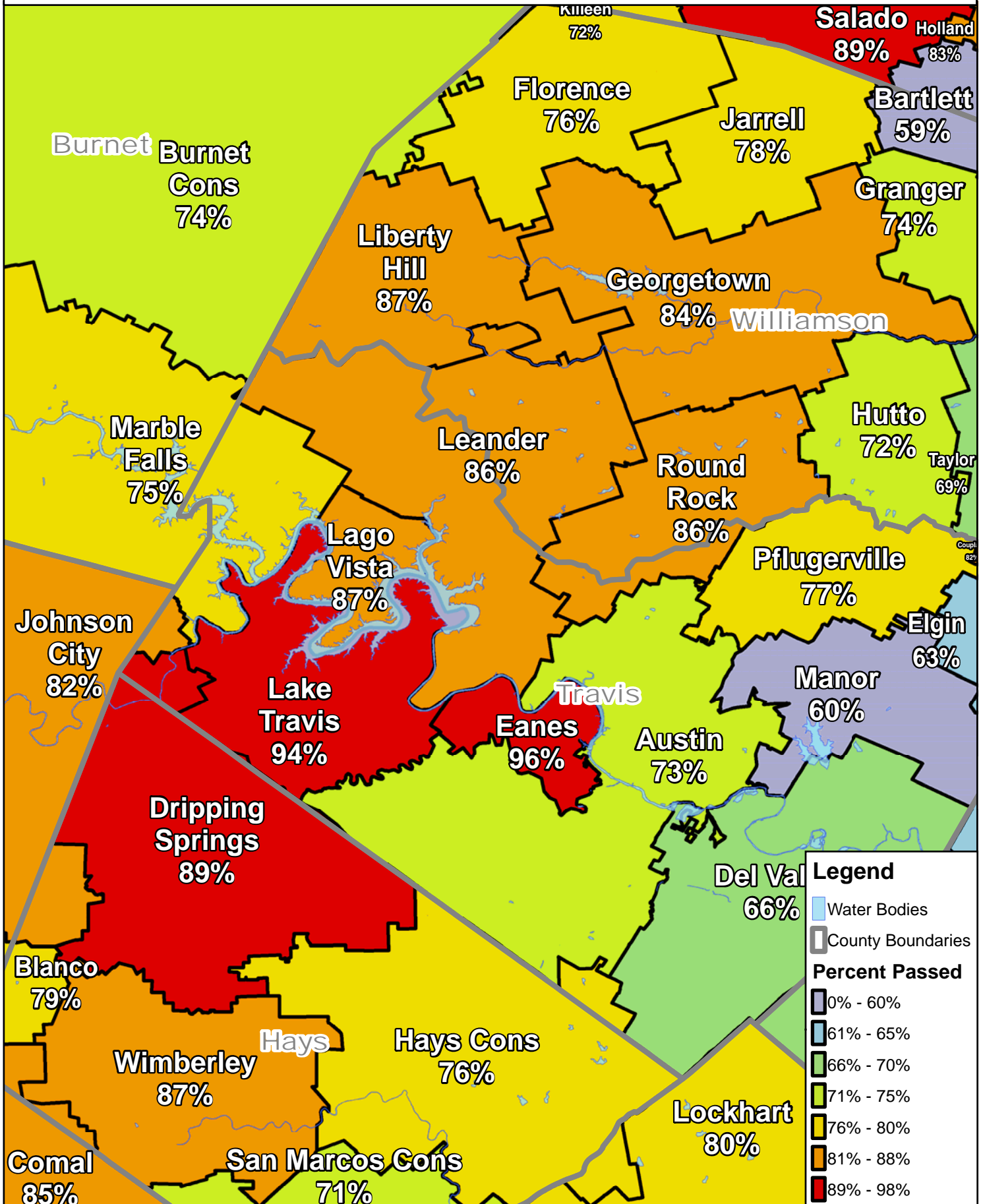
Economically Disadvantaged Population

2011-12 School Year

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Percent of Students Meeting 2011 TAKS Standards
School Districts in the Austin Metro Area





2009 - 2011 Selected Socioeconomic Characteristics for Dripping Springs I.S.D.
Compared with Nearby School Districts in the Austin Area

	Dripping Springs ISD		Lake Travis ISD		Eanes ISD		Hays CISD		Austin-Round Rock-San Marcos Metro Area	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Total Population	23,086		36,504		34,568		69,107		1,731,368	
Housing										
Total housing units	8,650		15,964		13,773		23,344		709,474	
Occupied housing units	7,883	91%	14,332	90%	13,087	95%	21,865	94%	649,827	92%
Vacant housing units	767	9%	1,632	10%	686	5%	1,479	6%	59,647	8%
Owner-occupied	6,796		11,122		9,957		18,163		375,153	
Renter-occupied	1,087		3,210		3,130		3,702		274,674	
Age										
Under 5 years	1,656	7%	1,735	5%	1,500	4%	5,578	8%	128,811	7%
5 to 9 years	1,934	8%	2,447	7%	2,984	9%	6,767	10%	127,680	7%
10 to 14 years	1,810	8%	2,534	7%	2,883	8%	5,631	8%	114,284	7%
15 to 19 years	1,278	6%	2,401	7%	2,566	7%	4,369	6%	119,047	7%
5 to 17 years	4,746	21%	6,849	19%	7,893	23%	15,297	22%	308,342	18%
20 to 24 years	925	4%	1,443	4%	1,130	3%	4,493	7%	146,693	8%
25 to 34 years	1,900	8%	2,919	8%	2,996	9%	11,535	17%	294,429	17%
35 to 44 years	3,563	15%	6,012	16%	4,981	14%	10,634	15%	263,494	15%
45 to 54 years	4,237	18%	7,117	19%	6,479	19%	9,977	14%	228,802	13%
55 to 59 years	2,075	9%	2,757	8%	3,265	9%	3,262	5%	90,099	5%
60 to 64 years	1,311	6%	2,378	7%	2,341	7%	3,027	4%	77,258	4%
65 to 74 years	1,316	6%	3,090	8%	2,077	6%	2,786	4%	82,070	5%
75 to 84 years	861	4%	1,288	4%	1,081	3%	924	1%	42,595	2%
85 years and over	220	1%	383	1%	285	1%	124	0%	16,106	1%
Median Age	41.4		43.4		41.9		31.8		32.6	
Class of Worker										
Private wage and salary	8,938	78%	12,957	73%	11,839	74%	23,607	70%	656,760	75%
Government	1,274	11%	1,781	10%	1,992	12%	8,208	24%	148,766	17%
Self-employed	1,178	10%	3,056	17%	2,090	13%	1,712	5%	64,108	7%
Unpaid family workers	0	0%	35	0%	150	1%	81	0%	1014	0%
Residence 1 Year Ago										
Population 1 year & over	22,845		36,241		34,259		68,419		1,706,559	
Same house	19,332	85%	30,913	85%	29,302	86%	59,500	87%	1,332,361	78%
Different house in the U.S.	3,442	15%	5,125	14%	4,650	14%	8,784	13%	361,133	21%
Same county	1,095	5%	2,821	8%	2,633	8%	3,343	5%	211,185	12%
Different county	2,347	10%	2,304	6%	2,017	6%	5,441	8%	149,948	9%
Same state	1,904	8%	1,240	3%	989	3%	4,519	7%	101,711	6%
Different state	443	2%	1,064	3%	1,028	3%	922	1%	48,237	3%
Abroad	71	0%	203	1%	307	1%	135	0%	13,065	1%



2009 - 2011 Selected Socioeconomic Characteristics for Dripping Springs I.S.D.
Compared with Nearby School Districts in the Austin Area

	Dripping Springs ISD	Lake Travis ISD	Eanes ISD	Hays CISD	Austin-Round Rock-San Marcos Metro Area
Income and Benefits					
Total households	7,883	14,332	13,087	21,865	649,827
Less than \$10,000	147	617	442	803	42,589
\$10,000 to \$14,999	96	239	255	1086	28,195
\$15,000 to \$24,999	367	635	518	1,477	58,648
\$25,000 to \$34,999	507	940	546	1,588	61,243
\$35,000 to \$49,999	528	1,573	1,172	2,264	90,877
\$50,000 to \$74,999	1,133	2,141	1,643	4,257	122,044
\$75,000 to \$99,999	951	1,977	948	3,505	83,706
\$100,000 to \$149,999	1,691	2,561	1,908	4,881	92,063
\$150,000 to \$199,999	1,264	1,806	1,639	1,508	35,851
\$200,000 or more	1,199	1,843	4,016	496	34,611
Median household income	\$107,557	\$87,341	\$124,578	\$72,404	\$57,839
Educational Attainment					
Population 25 years & over	15,483	25,944	23,505	42,269	1,094,853
Less than 9th grade	227	247	149	2,642	68,858
9th to 12th grade, no diploma	417	597	242	3,459	66,380
H.S. graduate	2,279	3,610	1,437	10,609	213,359
Some college, no degree	2,412	5,215	2,683	11,142	239,006
Associate's degree	858	1,501	956	3,169	70,507
Bachelor's degree	5,663	9,802	9,476	8,510	286,177
Graduate or professional degree	3,627	4,972	8,562	2,738	150,566
H.S. graduate or higher					
Bachelor's degree or higher					
	60%	57%	77%	27%	40%
Commuting to Work*					
Workers 16 years & over	11,395	16,380	16,963	31,359	856,549
Car, truck or van--drove alone	8,872	12,089	13,699	23,875	646,348
Car, truck or van--carpooled	1,082	1,327	664	5,064	91,749
Public transportation (excluding taxis)	13	38	43	83	21,412
Walked	62	91	223	298	16,278
Other means	65	221	251	180	22,490
Worked at home	1,301	2,614	2,083	1,859	58,272
Mean travel time to work (mins.)	34	29.5	20.9	33.6	25.3

*Commuting to Work data source is the 2007-2011 ACS 5-year survey



Trends in Private School Enrollment Dripping Springs I.S.D.

School	Address	Current Enrollment					Projected Enrollment in 5 Years				Additional Information
		Grades	% of Students from DSISD	Current Enrollment	Estimated Students from DSISD that are KN+	% of enrollment that are KN+	Estimated Students from DSISD in KN+	Enrollment in 5 yrs.	Estimated Students from DSISD are KN+	% of enrollment that are KN+	
AESA Preparatory Academy (Polo Tennis Club)	14101 Canonade, Austin	5th-12th	40%	42	17	100%	17	100	40	100%	40 Plan to add a new building.
Austin Waldorff School	8700 South View Rd., Austin	K-12th	10%	394	39	100%	39	400	40	100%	40 Single track school so only have one classroom per grade but might build a new building.
Cedars Montessori School	9704 Circle Dr, Austin	3yrs-K 1st-6th	70%	165	116	55%	64	200	140	55%	77 No plans for expansion.
Dripping Springs Christian Academy	28710 Ranch Rd 12, Dripping Springs	K-10th	81%	26	21	100%	21	50	41	100%	41 Have a growth plan but not willing to share.
Regents School of Austin	3230 Travis County Cir, Austin	K-12th	3%	990	30	100%	30	1,005	30	100%	30 No plans for expansion.
St. Andrew's Episcopal School	5901 Southwest Pkwy, Austin	1st-12th	2%	850	17	100%	17	900	18	100%	18 No plans for expansion.
St. Gabriel's Catholic Academy	2500 Wimberly Ln, Austin	PK-8th	2%	415	8	100%	8	420	8	100%	8 No plans for expansion.
St. Michael's Catholic Academy	3000 Barton Creek Blvd, Austin	9th-12th	1%	371	4	100%	4	400	4	100%	4 No plans for expansion.
Total				3,211	251		199	3,375	321		258
DSISD Enrollment:					4,786				6,094		
Percentage of residents living in DSISD in private schools:					4.00%				4.06%		

Schools listed in *italics* are outside the DSISD boundaries