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November 28, 2011

Community Education Council District 2  
333 Seventh Avenue  
New York, NY 10001

RE: Rezoning proposal for PS290

Dear Members of the CEC District 2:

I have been asked by parents of children at PS290 to conduct a review of PS290's rezoning proposal for the 2012-2013 school year. I am an urban planner with 20 years of experience in developing and applying forecasting models and methods for a variety of clients in the public, private and not-for-profit sector. Additionally, I was responsible for producing small-area demographic forecasts and population estimates for a regional planning agency and I thoroughly understand the concepts and data used in producing such forecasts and estimates. For purposes of disclosure, I am also a parent of a child at PS290.

### **Summary of Findings**

The data the DOE presented to justify their proposed rezoning uses current year enrollment and prior year waitlist data carried forward to the current year. The DOE has not used any of the most recent Census data that was released in June, nor has it made any attempt to forecast future year enrollment, assess change in the neighborhood, show historical enrollment data, or in any way critically examine if it is reasonable to assume that future year applications will be the same as current year.

Using 2010 Census data this document shows that unlike other areas in District 2, there has been no household growth in PS290's zone. Yet, overcrowding at PS290, and its potential solutions, have been painted with the same brush as other areas in District 2 that have seen massive residential growth. Further, 2010 Census data show that there were fewer three year olds (2012 Kindergarten) in the zone for PS290 than there were four year olds (2011 Kindergarten) providing hard evidence that carrying forward current year enrollment numbers to future years is not reasonable. This analysis shows it is likely PS290 will be under-enrolled as soon as next year should the CEC approve the DOE's proposed rezoning.

This analysis concludes with the recommendation that the CEC reject the current rezoning proposal, and require that the DOE conduct a proper analysis that uses hard data: small-area estimates and projections that use more than just current year enrollment numbers. The expense of opening new schools and altering zoning lines without such analysis amounts to professional negligence. The DOE can, and must, do better. During an era of accountability, where our schools, principals, teachers and kids are learning the importance of performance, the CEC

is perhaps one of the only bodies that can actually hold the DOE accountable for its poor performance.

### **Background & summary of the issues**

PS290 is a K-5 elementary school on 82<sup>nd</sup> Street between 1<sup>st</sup> and 2<sup>nd</sup> Avenues that currently has approximately 631 students enrolled. Also known as the Manhattan New School, PS290 occupies space that once held PS190, a school that was closed about 20 years ago. The facility lacks many of the expected amenities for school: a gymnasium, library, and appreciable outdoor space are all lacking, and the school has never been materially modernized or expanded since it was built about 90 years ago. But it is highly regarded and has received “A”s on its most recent assessments.

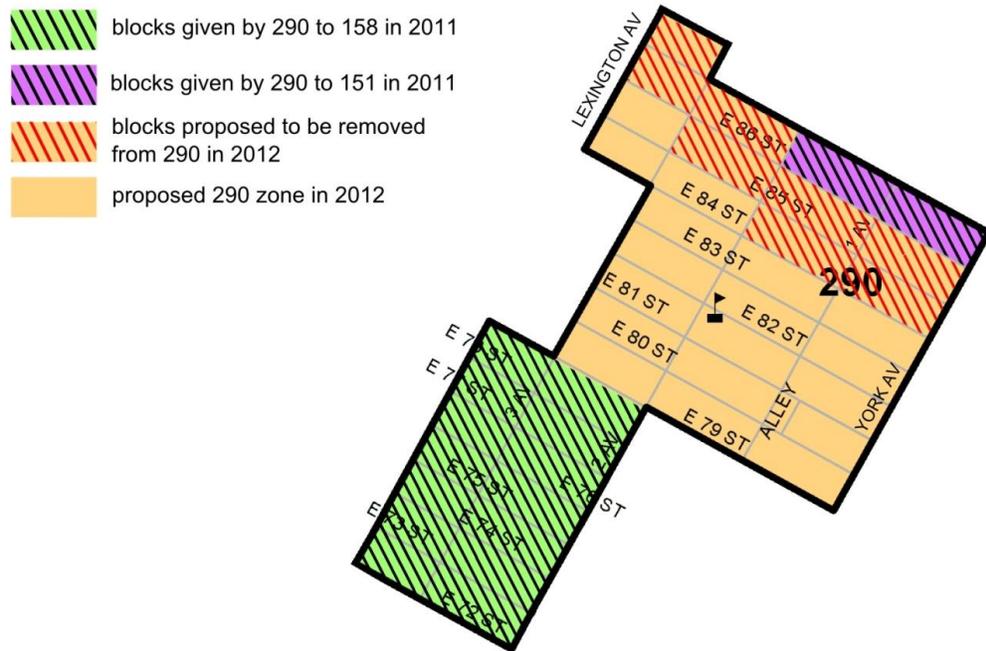
PS290 had 164 applicants for 100 kindergarten spaces for the 2011-2012 school year. The first waitlist for the school occurred for the 2009-2010 school year,<sup>1</sup> with the numbers increasing until this past year.

The CEC discussed a rezoning for the 2010-2011 school year, but no changes were made. A rezoning was conducted for the 2011-2012 school year which reduced the area of the zone by nearly 40%, yet this rezoning did not immediately shrink the overall size of the waitlist.

The zone for PS290 was the same 42 blocks since the school was started 20 years ago until a rezoning for the 2011-2012 school year that was finalized in December 2010. That rezoning removed 16 blocks. The current proposal, one year later, is to remove an additional 8 blocks for the 2012-2013 school year, shrinking the zone to 18 blocks, a reduction of 57% over two years' time. A map showing how PS290's zone has changed over time appears below:

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<sup>1</sup> There was no waitlist as we currently know it prior to 2009-2010, in part, because the school operated without an Early Application Period prior to the 2009-2010 school year. Instead, it provided seats on a first-come, first-served basis at the end of the prior school year to zoned students that would attend the following September. Prior to 2011, the school had never turned away zoned kindergarten applicants, though at times more than 25 students per section were allowed. How the Early Application Period policy, and the waitlists it has generated, has altered the enrollment process is an important issue that has added a significant layer of complexity to assessing the historical efficiency of the school and the zone, as it is impossible to compare waitlists from this year to historical years.



PS290's principal, Sharon Hill, is on record opposing the proposed rezoning because she feels that it may leave the school under-enrolled. She has noted that the school has only recently had difficulty seating all zoned students, and the zone was already shrunk from 42 to 26 blocks last year, so if this enrollment surge is a spike, rather than a sustained structural change, lower enrollments would be expected in future years.

In response, the DOE presented the CEC with data on November 8 to justify the proposed rezoning. The most compelling portion of these data is a table that states, assuming that next year's applications will be identical to last year's applications, the proposed rezoning will result in 118 Kindergarten applications to PS290 in the 2012-2013 school year, which eliminates most of the waitlist. It is my understanding, however, that the DOE made no attempt to present any information to refute Ms. Hill's concerns about under-enrollment beyond 2012-2013 school year.

During the same meeting, the CEC responded that they were interested in seeing "ground-up" forecasts, rather than just carrying forward current numbers as their forecast.

**Forecasting**

I believe that the CEC asked the right question. In the field of forecasting, carrying forward your base-year number is not a forecast; it is what you do when you do not have a forecast. In fact, a common way of evaluating the quality of forecasts is by comparing a forecast to the carry-forward of the base year. The difference between actual and forecast, and actual and base-year, is how we measure the value added by forecasting. The carry-forward of current conditions to the future year tells us that the DOE has no forecast.

But the school was overcrowded in 2011, so what the CEC needs to evaluate is whether the assumption that the near future will be like the recent past is a reasonable assumption. The following is an attempt to examine this assumption.

**District 2 and the Upper East Side through data**

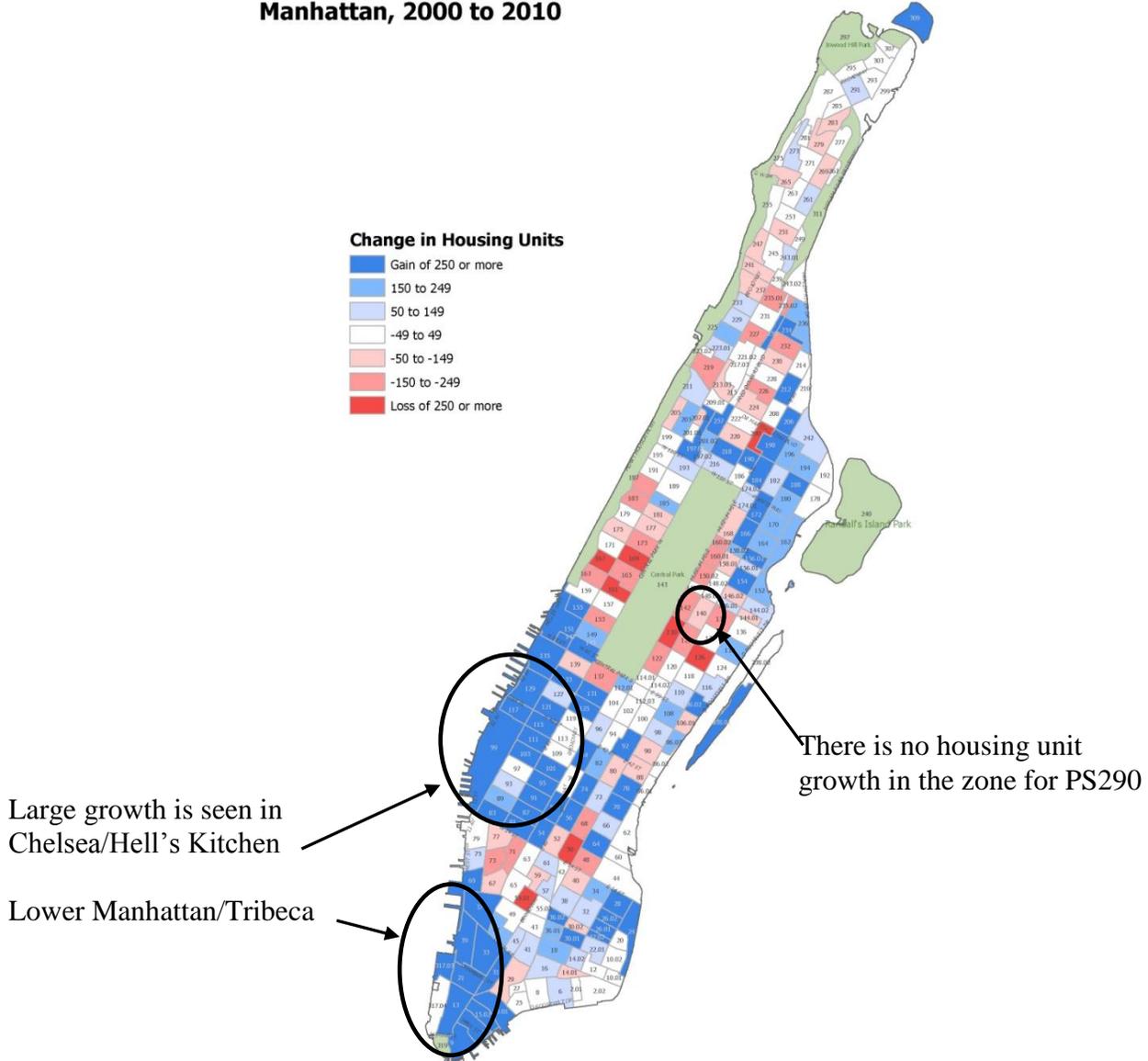
The block-level data from the 2010 Census was released in June of this year, and provides a wealth of information on how our neighborhoods have changed over the past 10 years.

The Census tells us that there are areas in District 2 where there has been dramatic growth in housing units, and in most of these places there has been a large increase in demand for elementary school seats. The following map shows the change in the number of housing units by Census Tract in Manhattan.<sup>2</sup>

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<sup>2</sup> This map was made by the Population Division of the New York City Department of City Planning.

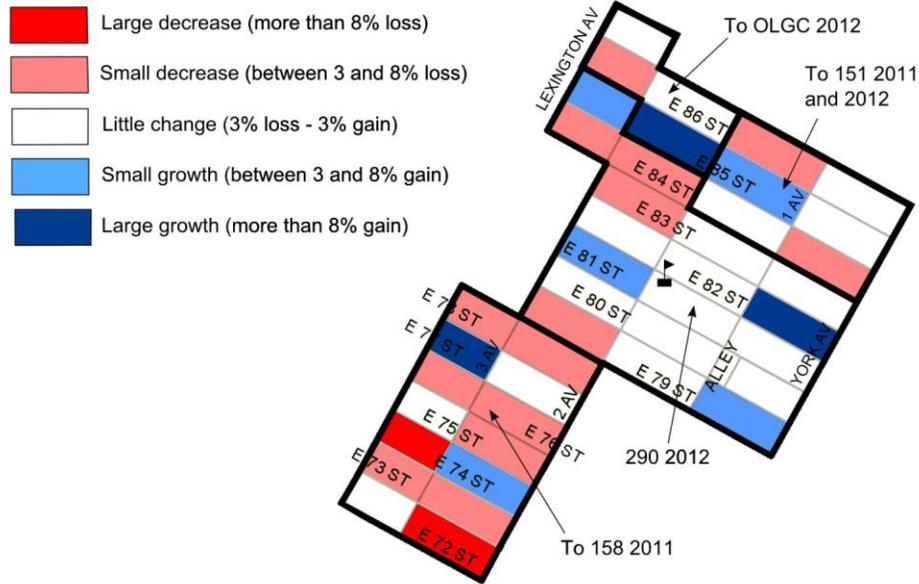
**PL-H2 CT: Change in Total Housing Units by Census Tract  
Manhattan, 2000 to 2010**



School enrollment increases in the District 2 neighborhoods of Chelsea, Tribeca and Lower Manhattan are likely structural as they reflect the dramatic increase in housing units that have occurred in these neighborhoods over the past 10 years. Population growth downtown was driven by the conversions of commercial office space into housing. Chelsea, likewise saw commercial conversions, but also saw the development of many new buildings on land once used for parking or other non-residential uses. With the addition of so many new housing units, the data support considering the change in school demand in these neighborhoods as structural and permanent and in need of structural and permanent solutions.

Unlike these high-growth areas, however, the Census tells us that PS290's zone did not see material growth between 2000 and 2010. The following map drills down to the blocks in the PS290 zone to show how the number of housing units in each of the blocks changed over the past 10 years.<sup>3</sup>

**Percent Change in Housing Units  
2000-2010 by Census Block**



I have elected to map these data as PS290s 42-block 2010 zone to show the context of this proposed change: The 2012 proposal is a reduction of 8 blocks on top of the 16 blocks already removed last year. The zone has not seen the dramatic development pressures that are occurring in other areas of Manhattan.

In total, the number of housing units in the 18 blocks proposed for PS290's 2012 zone *declined* by 61 units in the period from 2000 to 2010.

290s 2010 blocks by 2012 school	Number of blocks	Housing Units in 2000	Housing Units in 2010	Pct Change
OLGC	4	2,291	2,394	4.5%
PS151	6	5,101	5,007	-1.8%
PS158	14	7,298	7,023	-3.8%
<b>PS290</b>	<b>18</b>	<b>14,299</b>	<b>14,238</b>	<b>-0.4%</b>
<b>Total</b>	<b>42</b>	<b>28,989</b>	<b>28,662</b>	<b>-1.1%</b>

This is the 2012 proposed PS290 zone

<sup>3</sup> A table showing the data upon which this map is made appears in the Appendix.

The current 26-block zone shows an increase of exactly one housing unit over the same 10-year period. If the school was not overcrowded until recently and the zone is not growing, these data provide proof that overcrowding at PS290 is not related to a net increase in housing, as it is in other parts of Manhattan,<sup>4</sup> yet the DOE has offered the same solutions regarding overcrowding as they have in areas that have seen *thousands* of new units.

## Will PS290 be under-enrolled?

### *Number of children*

As already stated, PS290's current zone is much smaller than it was in 2010, and the 2012 proposal will make it even smaller. The 2010 Census allows us to translate number of blocks into housing units and tabulate them by each zone:

### Number of Housing Units in PS290s Zone by Year

PS 290s zone	Housing Units in 2000	Housing Units in 2010	Pct change 2000-2010
2010 (42 blocks)	28,989	28,662	-1.1%
2011 (26 blocks)	19,818	19,819	0.0%
2012 (18 blocks)	14,299	14,238	-0.4%
Housing Unit Decline	-51%	-50%	

<sup>4</sup> This may seem counter-intuitive, because we can all see new buildings that have gone up in our neighborhood over the past 10 years, but the Upper East Side, unlike Chelsea or Lower Manhattan, is an established almost exclusively residential neighborhood with very little commercial/industrial/or parking that could be converted to residential use. Where new development did occur, it typically occurred on land already used for housing. Because housing units are being demolished to build new housing units in this neighborhood the net effect of new development is smaller than it is in Chelsea, Tribeca, or the Financial District where new housing typically replaces non-residential uses. Further, it is a well understood phenomena that relatively affluent, established residential communities with many high density condominiums and co-operatively owned apartment buildings in Manhattan naturally shrink in the number of housing units over time without new development. This is due to owners combining units to create larger apartments, or using them for other purposes, like home offices. Many co-ops encourage the combination of units, because it lowers the corporation's overall cost and may increase its value. Consequently, if no new development occurs in neighborhoods like the Upper East Side, the number of housing units will slowly decline. For example, consider block 0146021002, which is the block bounded by 86th and 87th Streets, and Second and First Avenues. It had 1098 housing units in 2000 and 1059 housing units in 2010, a decline of 3.6%. No new development occurred on this block, and the number of existing units declined. The map shows that most of the blocks in 290s zone fall into the little change or small decline category, while a few new large developments keep the area from experiencing an outright loss.

Many of the blocks removed from PS290's zone are small, and so the 57% block loss only translates to a 50% housing unit loss from the 2010 zone to 2012 proposed zone. Yet, the school was still overcrowded in 2011 despite the previous year rezoning. Population data from the Census tells us that while there is no housing unit growth in the area, there has been population growth, reflecting an increase in persons per household, which begs the question, do we have more kids in our existing apartments?

The 2010 Census provides block-level, single-year age data. Consequently, the planner does not have to try and geo-code births from 2007 to estimate 2012 Kindergarten enrollment, we just have to look at the number of three year olds living in the zone in 2010. If they age in place, they will be 2012 Kindergarteners.<sup>5</sup> Similarly, the four year olds from the 2010 Census were the 2011 Kindergarteners.

The DOE assumes that 2012's enrollment will be identical to 2011 enrollment. The 2010 Census provides data to show that this assumption cannot be accurate. The age data from the Census tells us that there are fewer three year olds living in PS290's proposed zone than there are four year olds. The following table summarizes population by age for the 2010 PS290 42-block zone by the school children would attend under the proposed 2012 boundaries.

**2010 Census Population by Age for PS290s 2010 42 block zone  
Summarized by proposed 2012 zone boundaries**

School	Number of blocks	Number of 3 year olds	Number of 4 year olds	Difference	Pct Change
OLGC	4	42	27	15	56%
151	6	55	67	-12	-18%
158	14	95	97	-2	-2%
290	18	187	198	-11	-6%
<b>Total</b>	<b>42</b>	<b>379</b>	<b>389</b>	<b>-10</b>	<b>-3%</b>

<sup>5</sup> We know that many of these children will not age in place due to net out-migration from Manhattan of very young children and there will be significantly fewer five year olds in 2012 than there were three year olds in 2010, but this rate is not known and out-migration has not been worked into this analysis. The attrition of young children in Manhattan is discussed in more detail in the Appendix.

At the block level, single year age can change dramatically from year to year. Consider the 4 blocks of PS290's zone that are proposed to be given to OLG. There were 56% more three year olds than there were four year olds in 2010, or 3/5<sup>ths</sup> of a Kindergarten classroom. Has this been considered in the DOE enrollment numbers for OLG? It has not. The DOE simply assumes that 2011 will equal 2012. The 18-block zone proposed for PS290 has the opposite problem, with 11 fewer three year olds than four year olds, providing clear evidence that the assumption that next year will be the same as this year is incorrect.

***The PS290 waitlist, applications, and enrollment***

PS290 had 164 applications for 90 general education Kindergarten seats.<sup>6</sup> Before the 2010-11 school year was over, 31 of those 74 waitlisted kids had a seat at PS290 for 2011, and another six were added during the summer for a total of 37. This means about 37<sup>7</sup> of the 90 kids that were offered a general education seat refused it, for a refusal rate of about 40%.<sup>8</sup>

While the current Early Enrollment policy has only been in place for a short time, these numbers suggest that PS290 needs to have a waitlist about 140% of general education capacity to ensure that it is fully enrolled. For example, if the school has four K sections, and a general education capacity of 90, with 10 reserved for CTT, the school should have at least 126 applications to ensure full enrollment. This is a conservative estimate because it assumes that no one on the waitlist will decline the offer of a seat.

The Census tells us PS290's current 26-block zone had 266 four year olds in 2010, who became 2011 kindergarteners. If the school had 164 applications with 266 possible kids, we have a PS290 application rate of 61.6% (164/266). The Census tells us the 18-block zone proposed for 2012 had 187 three year olds in 2010. If they aged in place and we have the same participation rate as last year, PS290 will have 115 applications, which is at least 11 applications too few for full enrollment. For 2012, it is possible that out-of-zone siblings will make up some of that deficit considering the zone was so recently twice as large. But for future

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<sup>6</sup> Ten of 100 seats at full capacity are reserved for CTT students.

<sup>7</sup> It is possible that some of the students who got CTT seats came off the waitlist for the school, but most came from a lottery and were never on the school's waitlist.

<sup>8</sup> PS290 has a large number of offered seats refused by applicants. Surveys of parents who did not enroll their students include a variety of reasons, but most often is that they decided to attend private school, or that they moved. There is little reason for a zoned child not to apply to PS 290 regardless of intent to attend the school or not. It does not cost anything for parents to apply to PS290, while they also apply to private schools, public G&T programs, or while they decide to stay in the City or move out. PS290 has been described as many parents' "safety school," or a place their kids can attend if they do not get into their desired school, which may lead to the high refusal rate. Further, as an "A" rated public school, PS290 has a great reputation, but its aged facility and lack of the most basic amenities can be off-putting to families expecting a gym or a library, which may be part of the reason the school has many more applications than students who attend.

years, if this application vs. enrollment ratio persists, the school will almost certainly be under-enrolled, because there is no housing unit growth driving a structural increase in the number of families the school serves.

### **Why?**

Perhaps the biggest surprise I had regarding this rezoning proposal is the complete lack of curiosity from the DOE as to why this is happening. We have an overcrowded school in a zone without housing unit growth. Why? None of the data the DOE has presented even suggests at reasons we have an overcrowded school in a zone with no housing unit growth, and tries to paint a fix for this zone with the same brush they are using in other parts of District 2 where there has been massive residential growth.

To me, this is the most interesting and important question to ask. With any problem, you need to understand the cause before prescribing the cure; otherwise your remedy may be worse than the ailment. Because there is not a structural change making a material change in the number of families in our zone, the people who live here must be behaving differently than they have in the very recent past when there was no overcrowding, even though the school zone was much larger than it is today.

We know that overcrowding first became an issue in September of 2008, when the school was forced to open a fifth Kindergarten section for the first time in memory. The school saw its first waitlist in 2009, a larger waitlist for 2010, and a still large waitlist this year, despite a 40% reduction in the zone. We have to ask, what happened in 2008 that changed everything?

Should we ignore the fact that the first year overcrowding was a serious issue was the same year the failures of Bear Sterns and Lehman Brothers ushered in the financial crisis and recession, dramatically changing the living standards of many of us and our neighbors? While we cannot know if the two are related, we know that even a small change in the rate of private school participation can make a huge difference in applications and enrollment in the public schools. Had the application rate to PS290 last year been 50% instead of 61%, the school would have had around 133 applications, and would have likely seated everyone who wanted a seat.

If overcrowding was caused by economic conditions, it is fair to ask, will the economic conditions which led to overcrowding continue in the future? We cannot know with certainty, but it is always dangerous to say, "This time is different," and that we will never have improved economic conditions. Economic cycles are generally just that, cycles--they get better after they get worse. If economic conditions improve, will the overcrowded conditions in the school continue? Impossible to know for sure, but why would they? There has not been housing unit growth to create more families.

### **A way forward**

I have not worked directly with the DOE professionally and I do not know their level of sophistication with data or their ability to produce forecasts.

I do know, however, that some of the finest demographers working in local government today are at the Population Division of the New York City Department of City Planning (Joe Salvo and Peter Lobo). I also know that the New York Metropolitan Transportation Council (NYMTC), a State agency, receives hundreds of thousands of Federal Transportation dollars every year to produce long-range, small area economic and demographic forecasts which are used in transportation modeling. They are local resources that are experienced and capable to both provide feedback and guidance on to the DOE's efforts in this area. Perhaps DOE could even collaborate with these other agencies, working together to produce information that suits both their purposes. Regardless, there are government resources the DOE can reference to guide them in the production of the forecasts you have asked them for.

I have heard the CEC question if it is reasonable to carry forward current year numbers and I have heard Michael Markowitz repeatedly ask the DOE for "ground-up" forecasts, which have not been forthcoming.

As parents, we have seen dramatic changes in our schools over the past several years with a new focus on performance and accountability. Our kids, teachers, principals and our schools are now all graded on their performance. Unfathomably, the same level of accountability at our schools has not been imposed on the DOE administration. The CEC is one of the few official bodies that has the power to hold the DOE accountable for a flawed decision-making process that does not even attempt to use the best information available. You have asked for better data, and they responded by giving you the same data they have always given you. What are you to do?

I am very sympathetic of the CEC's position. You do not have the resources to do the required analysis yourselves, and you are unable to force the DOE to comply with your requests. You simply have the power to approve or deny their recommendations. You can and should say, "No, you can do better, you haven't given us what we asked for, do it again, until it is right." If we have learned anything from the DOE over the past several years, it is if you do not hold people accountable for their poor performance, you will keep getting poor performance. A rejection of this rezoning not only holds them accountable for this year's poor performance, but sets the bar high for future years.

The complexity, of course, is that there is a new school that will be opening at OLG and it needs a zone. The Upper East Side has a complex mix of schools in different stages of development, maturity, mission, and resources: PS 6, 77, 151, 158, 198, 267, and 290. The many issues facing each school and the

neighborhood as a whole cannot be solved by zoning decisions alone, because each school's individual issues may be exacerbated if zoning decisions are based on poor data. What we all want is a zoning plan based on realistic projections that will give each school a basis to thrive, especially in the face of the probability of additional budget cuts.

This is exactly what we do not have in the DOE's proposed rezoning. Reject the current zoning proposal, and ask the DOE to return with projections and a zoning plan based upon the best data available, which gives OLGC a zone without harming other neighborhood schools. If the DOE refuses, be comfortable that holding the DOE accountable for their poor methods and lack of responsiveness is an investment in better performance, not only on the Upper East Side, but in all future rezoning decisions that come before you. Send a message that our education community demands a fair plan for District 2 based on equity and fact.

**Close**

Thank you for taking the time to read this analysis. I am available to answer questions or take comments from CEC members either individually or as a group. My contact information can be found on the first page of this document.

Finally, thank you for the work you do. Your time and efforts are deeply appreciated by all the other parents you represent.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. M. Janes', written in a cursive style.

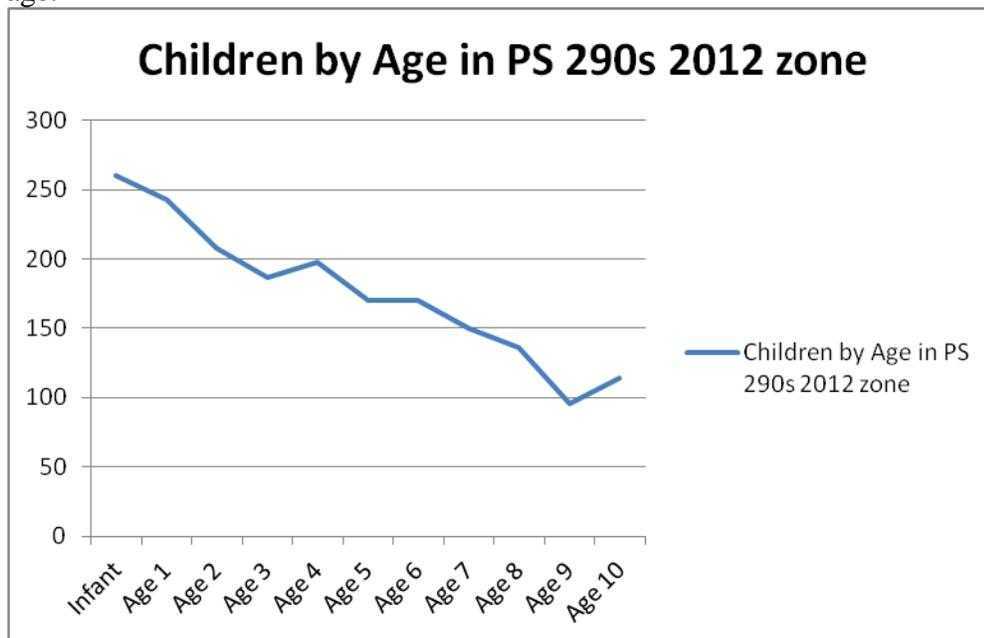
George M. Janes, AICP  
Principal

Attachment: Appendix

## Appendix: Supporting data and analysis

### *Attrition & the carry-forward assumption*

Families in Manhattan suffer from attrition from net out-migration from the very first year after a child is born. It is a common story; young people move to the City, work, have a child or children and eventually move to the suburbs for more space and they are replaced by other young people who start the cycle over again. The result is a large net out-migration of young children from much of the City where this phenomenon takes place. This is also part of the reason Manhattan has the lowest number of person per household of any large county in the USA. The following chart shows the number of children in PS 290s proposed 2012 zone by age.

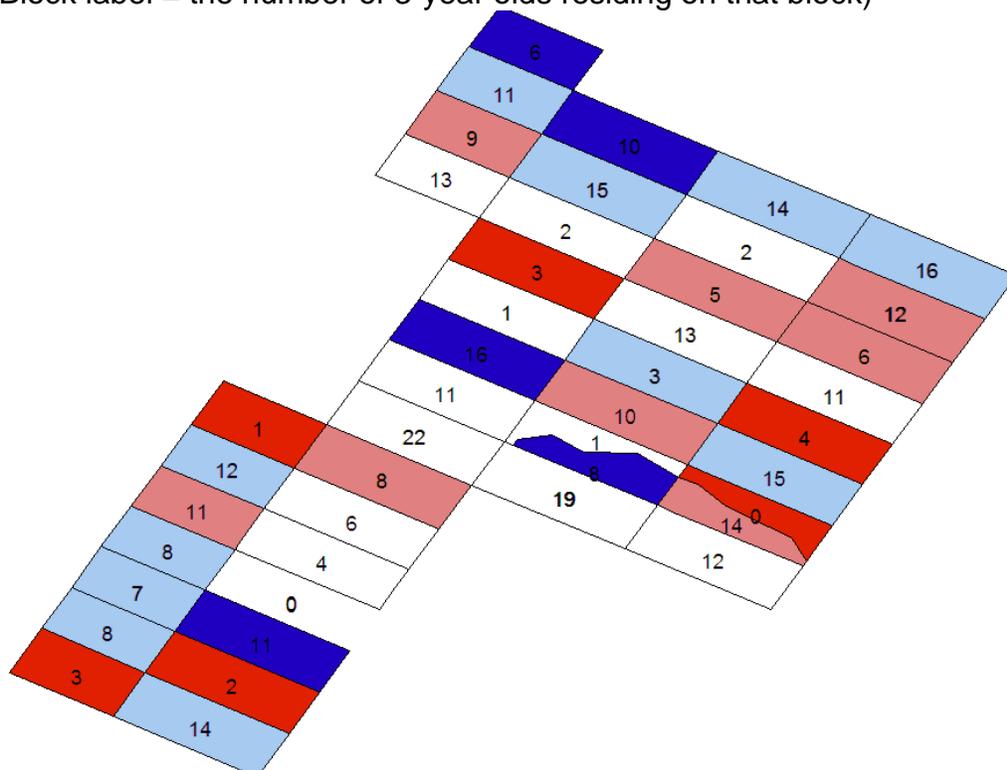


Without knowledge of attrition, or the net out-migration of young children, it appears that a baby boom will soon overwhelm the zone's elementary schools, but many of the very young children seen in the chart will not age in place, but will be taken by their parents to homes in Long Island, Westchester and New Jersey. Understanding attrition is critical to understanding data and developing good population and enrollment forecasts. This analysis assumes that the children from the 2010 Census age in place, when we know many of these children will move away. A more complete analysis would not simply age the children in place, but would apply net out-migration rates developed from the American Community Survey every year to produce a better estimate. I have not developed those rates, so could not apply them here. This means that the numbers shown in this analysis are conservative and the children/applications based upon the Census will likely be less than what appears here.

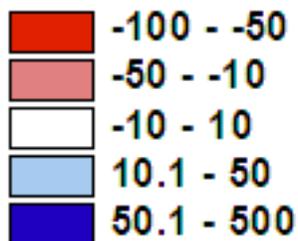
The folly of projecting current year enrollment to future year is seen clearly on the following map. The color shows the percent difference between the number of three year olds compared to the number of four year olds from the 2010 Census. The number in the block shows how many three year olds lived in the block in 2010. We see blocks that range from a 100% decrease to a 500% increase. The dark blue block labeled 16 below, had just five four-year-old children, but 16 three year olds.

**Percent difference in the number of 3-year olds and 4-year olds, by Census block 2010 Census.**

(Block label = the number of 3-year olds residing on that block)



**Percent Difference**



The Census data used in this analysis appear below. I have separate tables for housing unit change and age because the Census geography in the zone varies slightly from 2000 to 2010. The blocks between York, Second, 80<sup>th</sup>, and 81<sup>st</sup> Streets are four blocks in 2010 Census geography and 2 blocks in 2000 Census geography. When this analysis compares housing unit change, the 2010 Census geography was aggregated to equal 2000 geography, and was mapped using 2000 geography. 2010 age was not compared to 2000, and so uses 2010 geography.

### Single year age data from infant through 10-years 2010 Census by Census Block

RECNO	TRACT	BLOCK	SCHOOL2011	SCHOOL2012	LT1	1	2	3	4	5	6	7	8	9	10
187946	13800	1000	290	290	4	7	3	3	10	5	5	7	3	5	6
188118	14601	1000	290	OLGC	28	12	18	15	13	15	10	15	6	5	5
188088	14402	1000	151	151	10	16	7	16	14	18	11	8	16	10	8
187901	13600	2000	290	290	12	13	18	15	11	16	16	15	14	6	7
187948	13800	2000	290	290	17	20	13	16	5	17	11	5	15	2	8
187849	13400	1000	158	158	8	15	4	6	6	14	5	7	7	10	10
188146	14801	1000	290	290	16	18	14	13	12	13	12	10	12	2	7
187991	14000	3001	158	158	8	3	6	12	9	7	7	5	6	11	4
187855	13400	4000	158	158	11	17	10	8	11	3	11	11	5	6	3
187851	13400	2000	158	158	13	6	5	4	4	2	0	3	3	3	3
187728	12800	1002	158	158	8	3	12	7	6	5	3	8	7	3	8
187860	13400	6001	158	158	8	15	3	11	7	5	10	2	3	6	11
187742	12800	5000	158	158	12	8	8	8	6	4	3	3	3	7	3
187743	12800	5001	158	158	7	7	10	3	6	6	2	4	0	5	5
187693	12600	1001	158	158	17	8	8	14	11	15	10	11	6	4	4
187859	13400	6000	158	158	6	2	8	0	0	2	2	1	1	1	3
187950	13800	3000	290	290	14	8	11	11	11	17	4	16	7	7	9
187964	13800	9000	290	290	25	31	20	22	20	17	12	14	6	16	6
187692	12600	1000	158	158	11	8	8	2	8	3	10	6	3	4	8
187990	14000	3000	158	158	5	3	2	1	4	4	2	5	5	3	4
187955	13800	5000	290	290	11	13	10	10	16	12	12	7	7	4	7
187907	13600	4001	290	290	23	18	15	12	13	13	6	5	10	7	9
187957	13800	6000	290	290	16	15	10	13	12	9	12	10	9	2	6
188120	14601	2000	290	151	1	5	2	2	2	4	2	3	3	0	2
188085	14401	4000	290	151	12	11	11	6	11	10	6	8	12	12	7
187726	12800	1000	158	158	15	10	11	11	13	11	19	3	14	6	9
187727	12800	1001	158	158	19	10	10	8	6	11	3	3	6	8	3
188122	14601	3000	290	290	0	8	2	2	0	1	2	3	2	3	0
187959	13800	7000	290	290	2	1	0	1	1	0	1	2	0	2	1
187952	13800	4000	290	290	11	1	6	3	2	2	3	3	2	0	1
188157	14802	2001	290	OLGC	5	1	6	6	1	1	1	5	0	3	0
188158	14802	2002	290	OLGC	6	8	11	11	9	14	4	13	5	5	14
187904	13600	3001	290	290	23	26	17	14	18	11	13	7	13	9	10
187898	13600	1000	290	290	21	14	19	11	12	8	15	11	9	6	11
187899	13600	1001	290	290	13	11	8	4	16	8	4	8	1	1	5
187960	13800	7001	290	290	8	5	5	8	5	2	9	10	4	7	2
188138	14602	6000	151	151	18	21	12	14	12	12	8	13	6	11	9
188130	14602	2000	290	OLGC	27	12	13	10	4	10	7	8	4	6	11
187962	13800	8000	290	290	24	18	22	19	21	14	21	9	12	8	11
188149	14801	2000	290	290	16	15	12	9	11	5	8	7	5	9	2
187953	13800	4001	290	290	3	1	3	1	1	0	1	1	5	0	4
188124	14601	4000	290	151	24	13	10	5	9	8	5	8	5	4	4
188081	14401	2000	290	151	20	18	13	12	19	9	17	13	10	12	17
187903	13600	3000	290	290	1	0	0	0	1	0	3	0	0	0	2

### Population and housing unit change 2000-2010 by Census Block

TRACT2000	BLOCK2000	POP2000	HU2000	POP2010	HU2010	SCHOOL2011	SCHOOL2012	POPCHANGE	HU_CHANGE	PCTPOP	PCTHH
012600	4000	992	744	909	708	158	158	-83	-36	-8.4	-4.8
012600	4001	1175	909	1090	764	158	158	-85	-145	-7.2	-16.0
012800	1000	876	498	829	475	158	158	-47	-23	-5.4	-4.6
012800	1001	496	229	502	228	158	158	6	-1	1.2	-0.4
012800	1002	605	421	580	386	158	158	-25	-35	-4.1	-8.3
012800	2000	554	337	536	322	158	158	-18	-15	-3.2	-4.5
012800	2001	642	434	600	426	158	158	-42	-8	-6.5	-1.8
013400	3000	938	739	892	703	158	158	-46	-36	-4.9	-4.9
013400	3001	527	393	490	371	158	158	-37	-22	-7.0	-5.6
013400	3002	816	622	926	649	158	158	110	27	13.5	4.3
013400	4000	848	627	918	586	158	158	70	-41	8.3	-6.5
013400	4001	1080	777	1170	774	158	158	90	-3	8.3	-0.4
013600	3000	1460	956	1515	955	290	290	55	-1	3.8	-0.1
013600	3001	1473	1005	1572	998	290	290	99	-7	6.7	-0.7
013600	3002	1071	684	1158	731	290	290	87	47	8.1	6.9
013600	4000	1284	806	1296	800	290	290	12	-6	0.9	-0.7
013600	4001	905	762	1125	848	290	290	220	86	24.3	11.3
013800	1000	1514	977	1499	971	290	290	-15	-6	-1.0	-0.6
013800	1001	772	610	791	599	290	290	19	-11	2.5	-1.8
013800	2000	1240	835	1226	828	290	290	-14	-7	-1.1	-0.8
013800	2001	1190	826	1141	818	290	290	-49	-8	-4.1	-1.0
013800	2002	1817	1236	1825	1207	290	290	8	-29	0.4	-2.3
013800	3000	1526	1037	1451	1071	290	290	-75	34	-4.9	3.3
013800	3001	1101	720	1070	714	290	290	-31	-6	-2.8	-0.8
013800	3002	1734	850	1802	792	290	290	68	-58	3.9	-6.8
013800	4000	944	681	843	635	290	290	-101	-46	-10.7	-6.8
013800	4001	774	529	796	515	290	290	22	-14	2.8	-2.6
014000	3000	598	333	512	320	158	158	-86	-13	-14.4	-3.9
014000	3001	326	235	499	311	158	158	173	76	53.1	32.3
014401	1001	1563	964	1572	940	290	151	9	-24	0.6	-2.5
014401	1002	1114	705	1116	679	290	151	2	-26	0.2	-3.7
014402	2002	1224	775	1263	761	151	151	39	-14	3.2	-1.8
014601	1000	802	617	837	637	290	151	35	20	4.4	3.2
014601	1001	814	574	1134	696	290	OLGC	320	122	39.3	21.3
014601	1002	885	668	892	634	290	290	7	-34	0.8	-5.1
014601	1003	1345	942	1411	931	290	151	66	-11	4.9	-1.2
014602	1002	1750	1098	1657	1059	151	151	-93	-39	-5.3	-3.6
014602	2002	1682	1098	1644	1096	290	OLGC	-38	-2	-2.3	-0.2
014801	1000	828	558	809	589	290	290	-19	31	-2.3	5.6
014801	1003	916	559	932	533	290	290	16	-26	1.7	-4.7
014802	2001	574	383	579	380	290	OLGC	5	-3	0.9	-0.8
014802	2002	465	236	464	222	290	OLGC	-1	-14	-0.2	-5.9