

School Enrollment Projections for East Greenbush Central School District

2016-17 School Year



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Introduction

The East Greenbush Central School District (The District) authorized the Capital District Regional Planning Commission (CDRPC) to prepare district-wide school enrollment projections annually for the 2014-15, 2015-16, and 2016-17 school years. This report is the final in the series and contains projections for the next five years, projecting enrollment for the 2017-18 through 2021-22 school years.

The following is a description of the data, assumptions, activities, and trends that may influence the number of students enrolled in The District, as well as future enrollment projections.

Base Data & Background Information

A variety of components were evaluated leading to the preparation of a final set of projections that include the following:

1. Historical enrollment trends from 1941-42 through 2016-17, and historical grade enrollment from 1984-85 through 2016-17;
2. District grade-to-grade survival ratios calculated from enrollment data from the 1984-85 school year to 2016-17;
3. Annual birth data within the school district since 2002;
4. Housing data from the District including data from the 2000 Census, and the 2005-09 and 2010-14 American Community Survey;
5. Existing home sales since 2014;
6. Residential building permit issuances from the towns of East Greenbush, and Schodack since 1996;
7. Anticipated residential building activity in the District through 2021;

The above datasets are organized in the Tables section of the report as an appendix to the enrollment study.

Table 1 and **Table 2** address the District's 20-year historical enrollment trends. **Table 1** examines the 20-year enrollment trends for each individual grade, while **Table 2** examines the 20-year enrollment trends for the three grade cohorts (K-5, 6-8, 9-12). **Table 1** provides the most detailed overview of the enrollment history, while **Table 2** provides the more accessible method of organizing and discussing the data. Enrollment history is organized in two ways, the 20-year overview, and full enrollment history which includes all available historical enrollment data. The 20-year and full enrollment histories are drawn from BEDS data provided by the District. Both the 20-year, and full enrollment, histories provide unique insights into the District's enrollment patterns and trends. The 20-year history allows for a review of enrollment trends from *within* the current generation of students, and provides deeper insight into the year-to-year fluctuations in enrollment. Meanwhile, the full enrollment history provides for insight into trends *between* generations. With this method, it is possible to put today's enrollment into a historical context and interpret variations between generations of students.

Grade-to-grade survival multipliers provide the building blocks from which enrollment projections can be calculated. A survival multiplier is calculated by dividing the number of students in a grade in each year by the number of students in the previous grade the year before. For example, if there are 100 1st graders in the 2000-01 school year, and 120 2nd graders in the 2001-02 school year, then the grade-to-grade survival multiplier is $120/100 = 1.20$. With grade specific enrollment data dating back to the 1941-42 school year, it is possible to determine short-term, medium-term, and long-term survival multipliers. These terms are categorized as 5-year, 10-year, and 20-year survival multiplier and are

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calculated by taking the average survival multiplier for a grade by the designated number of years. These averages are then used as a guide for calculating future enrollment.

While the survival multipliers are straightforward for 1st grade through 12th grade, calculating the survival multiplier for kindergarten requires an extra step. Kindergarten survival multipliers were calculated using the historic number of births within the school district and comparing them to the number kindergarten students five years later. For instance, if there were 100 births in 2000 and five years later there were 120 kindergarten students, the kindergarten survival multiplier would be calculated as 1.20.

Table 3 provides an overview of the District's birth data since 2002. Since the release of birth data always lags behind by over a year (2010 birth data is not available until mid-way through 2012, for example) the number of births for the final two years of the projection period need to be estimated. In the case of the 2016-17 report, enrollment is projected for the 2017-18 school year to the 2021-22 school year. The most recently available birth data is for 2014, which provides CDRPC with a basis for calculating the number of kindergarteners through the 2019-20 school year. To determine the number of births in 2015 and 2016 so that the kindergarten classes of 2020 and 2021 can be calculated, CDRPC calculated the average number of births from 2002 to 2014 as a baseline for projecting births in 2015 and 2016.

A final note on the birth data; while birth data is available from 2002 through 2014, data is only available for the corresponding kindergarten classes from 2007 through 2016, 10 years' worth of data. Thus, 20-year averages cannot be calculated.

Table 4 contains housing data from within the District. This data is pulled from a variety of sources including the 2000 Decennial Census, and the American Community Survey. Historical data from 2000 provides only a total count of the housing units within the District. Beginning with the American Community Survey, a detailed breakdown of the types of housing available within the District was made available. This breakdown of housing units provides data on the number of single unit (both detached, and attached, housing), 2 Unit, 3 or 4 Unit, 5 or More Units, and Mobile Homes. These datasets allow for a review of the changes over time to the District's housing stock.

Where **Table 4** is designed to provide a macro view of the District's housing stock with a detailed overview of the composition of the housing types; **Table 5**, in contrast, is designed to give a micro view of the District's housing. At this vantage point, individual town building permit issuances can be compared on an annual basis. While **Table 4** provides the bookends of a time series comparison (how many homes were within the district at two separate points in time), **Table 5** provides the ability to view how the trends have fluctuated on an annual basis. **Table 5** provides permit issuances since 1996 from the towns of East Greenbush and Schodack. While some of the issuances will not fall within the District, they are helpful in showcasing the year-to-year building activity of the area in ways that the decennial Census and American Community Survey cannot.

Table 5 displays residential building permit issuance data compiled from the Census Bureau to illustrate annual activity within the municipality. Data is available for every year since 1996 and provides the number of permits issued for single-unit, 2-unit, 3 or 4 unit, and 5 or more unit households. While only one permit is required for a building of multiple units, CDRPC has counted the total number of units per permit. Therefore, one permit for a 2-unit duplex has been counted as two units on **Table 5**.

Table 6 looks at existing home sales within the District. Similar to the challenges posed from measuring the number of births, existing home sales have historically only been measured at the municipal level.

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Since municipal boundaries and school district boundaries are not the same, determining the number of home sales within the District by looking at home sales in the municipality was less than ideal.

Working in conjunction with the *Greater Capital Association of Realtors*, CDRPC can report the Multiple Listing Service (MLS) data at the school district level. CDRPC began the transition to this new system late in 2014 and, as a result, MLS data is limited. This new system tracks various metrics including, median sale price, average days on market, total number of units sold, and average sale price.

New residential housing activity is handled in two sections of this study. The **Residential Building Activity** section provides an overview of approved and proposed new residential developments of 5 or more units for each municipality that overlaps with the District. **Appendix A & B** provide a detailed overview of the current state of activity for all *approved* developments, and provides a projected build-out schedule over the next five years.

Depending on the anticipated level of development, CDRPC may utilize demographic multipliers to assist in projecting future enrollment. In cases where development is anticipated to exceed recent norms for an extended period, demographic multipliers can be used to project the number of children generated by the new housing. These demographic multipliers account for such details as the number of bedrooms, the value of the house, type of house (single family, townhouse, etc.), and can project the number of children, by age group, that the housing development will produce. This method of projecting enrollment is best utilized in areas that are seeing unprecedentedly high building activity. Only after examining the anticipated building activity will it be clear if utilizing a demographic multiplier will be necessary.

Table 7 compiles the collected data and presents enrollment projections for the next five years. The data is organized by both individual grade, as well as by grade-cohorts. This is the primary table of the report and distills the information discussed into one comprehensive table. Birth data, historical trends, survival multipliers, housing activity, are all factored into the calculations, resulting in the projections.

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Historical Enrollment Trends

The 20-year trend for total enrollment has been one of persistent, and growing, declines. Total District enrollment over this period shows two distinct periods: from 1997-98 through the 2007-08 school years, the District total enrollment was declining at an average rate of 14 students annually. In 1997-98, there were a total of 4,692 students enrolled within the District, this declined to 4,555 in 2007-08, 137 (2.9%) fewer students than in 1997-98.

The second period, from the 2008-09 through 2015-16 school years, experienced steep declines in enrollment. Between the 2007-08 through the 2015-16 school years, enrollment declined 549 (12.1%) students, an average of 68 fewer students from the previous year. To further illustrate the steepness of the recent declines, total enrollment has declined 686 (14.6%) from the 1997-98 peak. This means that 80% of the declines in total enrollment have been concentrated in just last eight years.

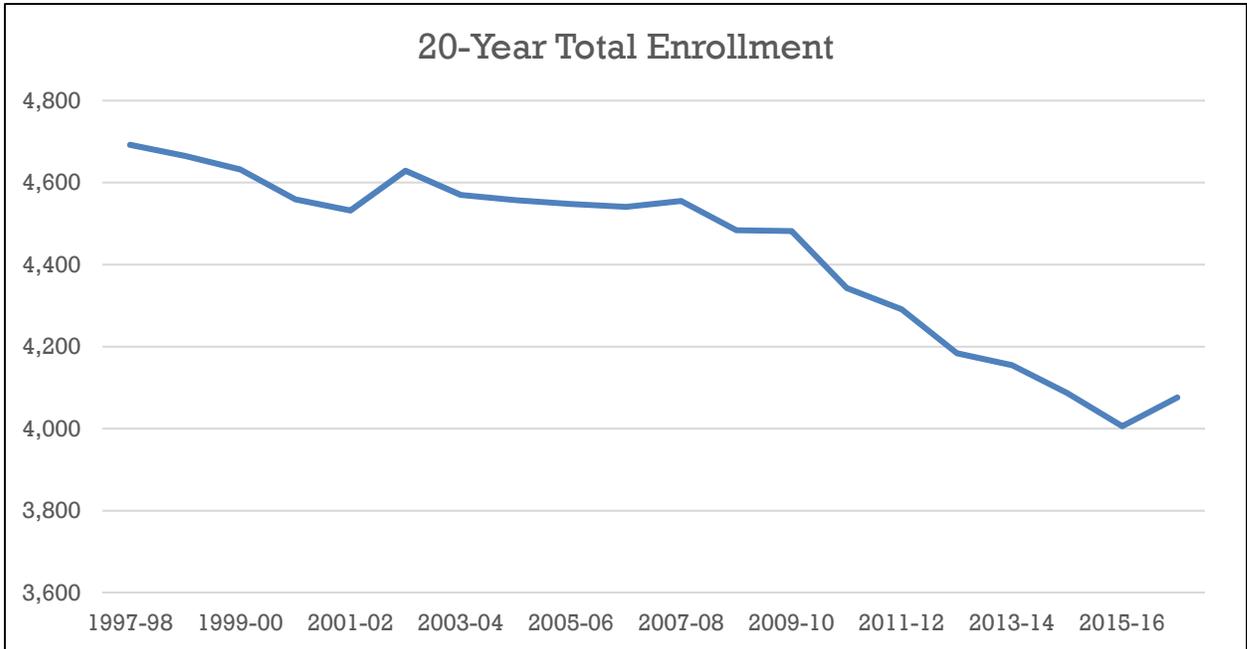
2016-17 saw a reversal of this trend, however, as there was an unexpected uptick in total enrollment. Between 2015-16 and 2016-17, total enrollment increased by 70 students (1.8%), the first increase in total enrollment since the 2007-08 school year. This uptick brings the District's total enrollment to 4,076. 2016-17 marked only the third time that total enrollment experienced a year-to-year increase in the last 20 years.

Kindergarten enrollment over the previous 20 years was generally stable with more than 300 students most years. In recent years, however, enrollment has begun to lag. Prior to the 2010-11 school year, enrollment in kindergarten was prone to routine spikes. However, from 2010-11 through 2015-16, there failed to be any significant enrollment spikes. Instead, enrollment flatlined and sank to a 20 year low of 281 students in the 2015-16 school year. After six years of unusually flat enrollment, 2016-17 saw kindergarten enrollment spike once again to 317 students. This is most noteworthy since 2016-17's kindergarten enrollment marked the first time since 2001-02 that kindergarten enrollment was larger than the previous year's 12th grade class. In 2015-16, 12th grade had an enrollment of 304 students, meaning that the kindergarten class of 2016-17's had a larger enrollment.

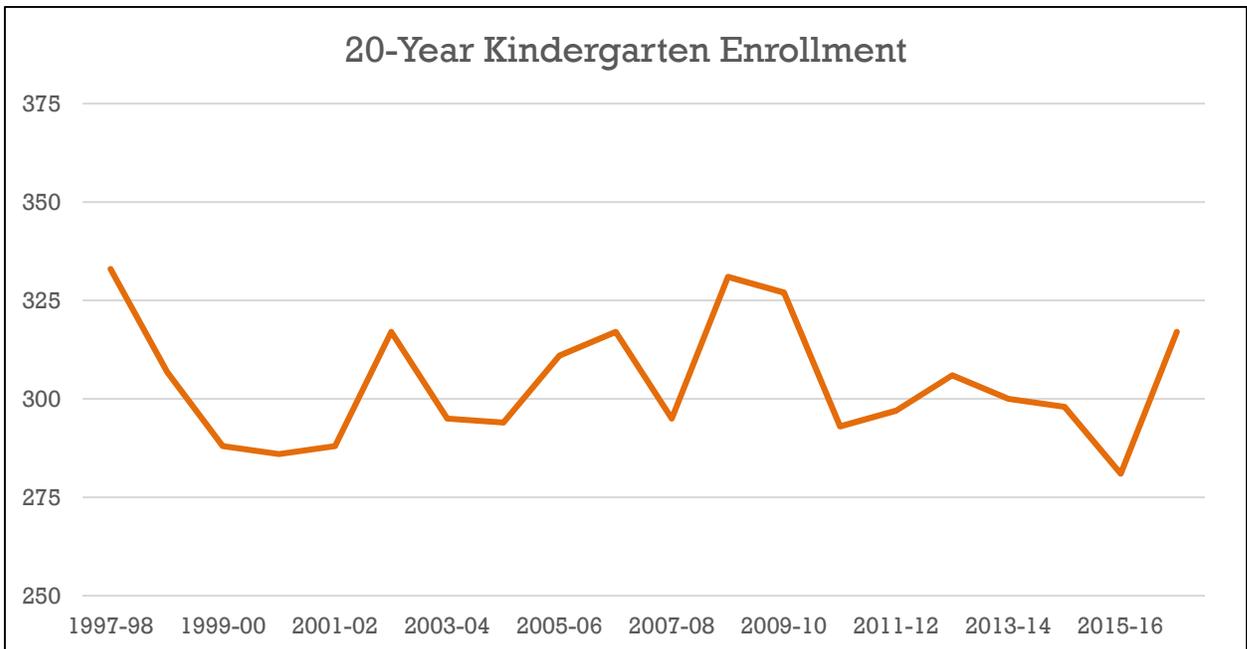
The 20-year enrollment trend for grades K-5 is one of persistent declines as well. The 20-year peak was in 1997-98 with 2,189 students. Following this 20-year peak, enrollment declined rapidly, falling by 225 (10.3%) students in four years to 1,964. The steep declines from 1997-98 to 2001-02 eventually gave way to shallower, though persistent, declines. In the 15 years since 2001-02, net enrollment declines in K-5 have totaled 156 students, less than the declines between 1997-98 and 2001-02. Enrollment reached a 20-year basement in 2015-16 with 1,786 students, a decline of 403 (18.4%) from the 1997-98 peak. 2016-17 did see an enrollment increase of 1.2%, to 1,808 students, but it is too early to know if this is the beginning of a new upward trend.

Enrollment in grades 6-8 saw a sharp decline after the 2009-10 school year. From 1997-98 through 2009-10, enrollment generally declined gently, with occasional peaks and valleys. Enrollment reached a 20-year peak in the 2003-04 school year with 1,151 students. Enrollment would remain around 1,090 for most of the following six years, but would take a dramatic tumble in 2010-11; when enrollment declined by 81 (7.6%) students, followed by an additional 49 (5.0%) students in 2011-12. By 2013-14, enrollment in grades 6-8 had declined by 155 students, 14.5% of 2009-10's enrollment, and 239 (16.6%) below the enrollment peak from 2003-04. However, the last three years have seen enrollment increase, recovering from a low of 912 in 2013-14, to 980 in 2016-17.

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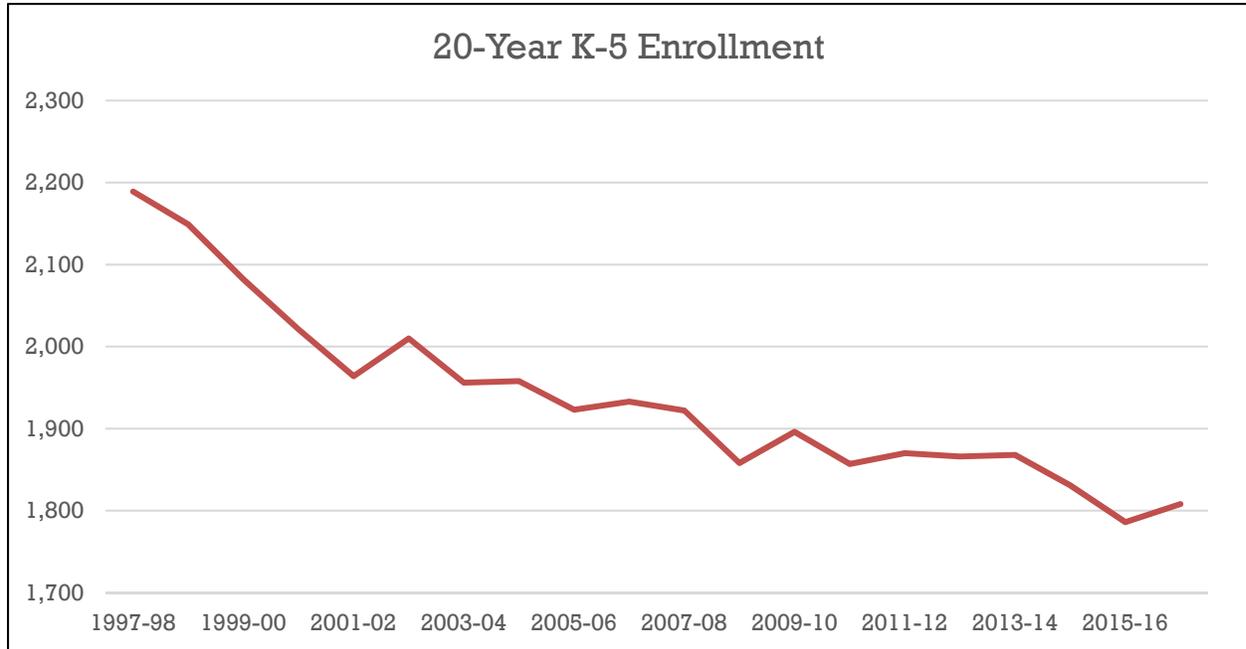


Enrollment over the previous 20 years began a steep decline after the 2007-08 school year. The unexpected enrollment increase in 2016-17 was the first time that the District experienced a year-to-year increase in enrollment since the 2006-07 to 2007-08 school year. From 2008-09 to 2015-16, the District's total enrollment declined by 549 students.

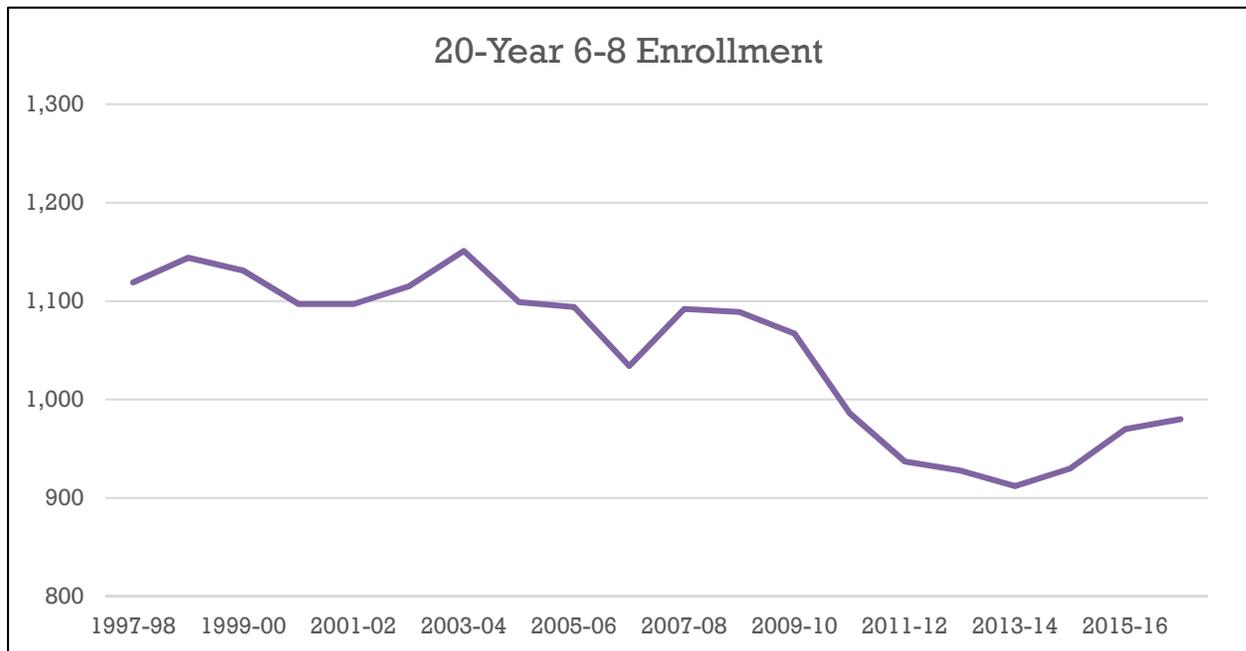


Kindergarten enrollment continues to fluctuate between 275 and 325 students. From 1997-98 through 2009-10, enrollment routinely spiked upward of 320 or more students, but since 2010-11, enrollment has leveled off. 2016-17's enrollment spike to 317 students was a return to form therefore and was the highest kindergarten enrollment since 2009-10.

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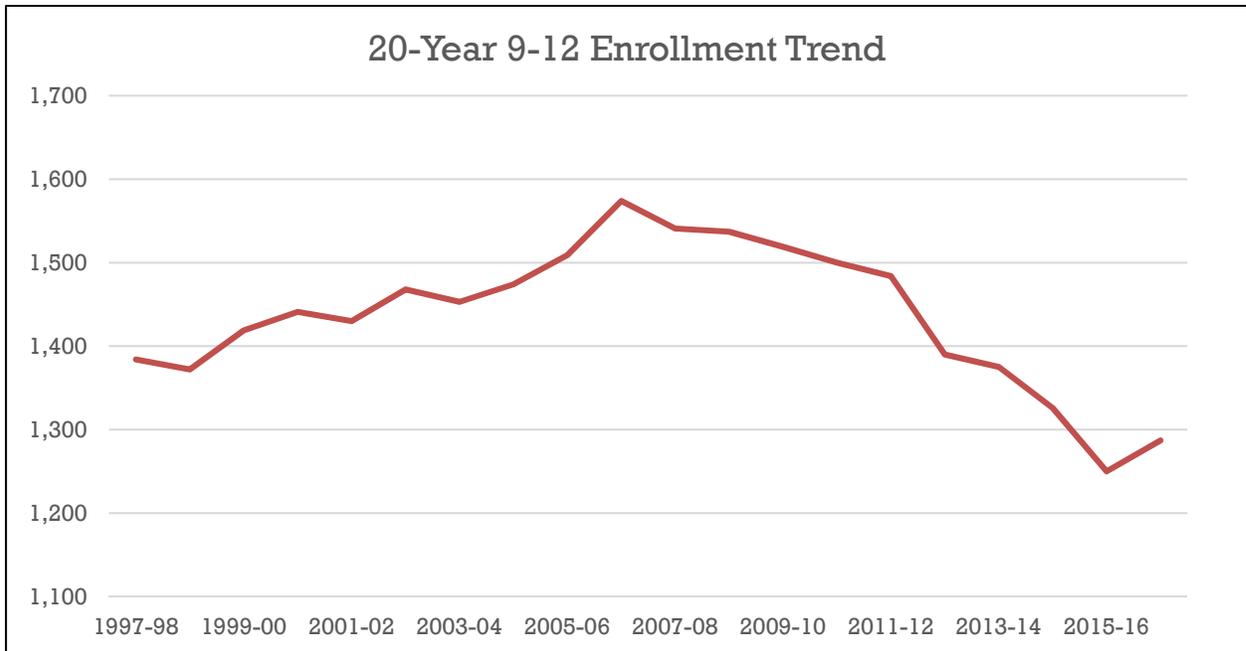


Declines in enrollment in K-5 match the District's broader enrollment decline very closely. K-5 represents the largest of the three cohorts, so any significant change in its enrollment trends is bound to heavily influence the District's broader trend.

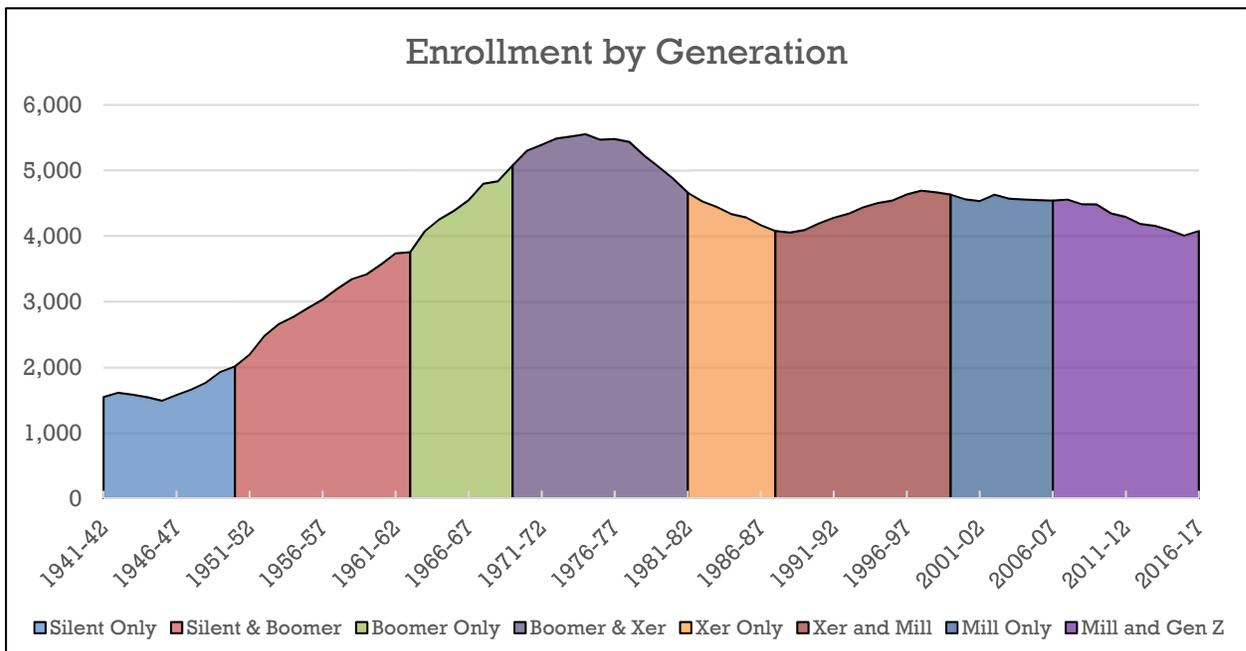


Much like the trend in the District's total enrollment, after the 2009-10 school year grades 6-8 saw their enrollment decline dramatically. Over the course just four years, enrollment declined by 155 students, falling to 912 students in 2013-14, the lowest enrollment since 1990-91.

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Enrollment in grades 9-12 has been very dynamic over the previous 20 years. Unlike the other two cohorts, 9-12 has experienced significant enrollment growth in addition to enrollment declines. After a period of enrollment decline, 2016-17 saw enrollment increase for the first time since the 2006-07 school year, driven in large part by abnormally strong growth in grades 10 and 11.



With each passing school year, the District's student body is comprised of more children from Generation Z, and fewer Millennials. Generation Z is proving to be a smaller generation than the Millennials, resulting in downward pressure as small classes of Generation Z-ers are replacing larger outgoing classes of Millennials. In the next handful of years, the District's student body will be entirely composed of Generation Z-ers.

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Enrollment trends for grades 9-12 for the previous 20-years can be divided into two periods, 1996-97 through 2006-07; and post 2006-07. The first period saw enrollment steadily increase, from 1,384 to 1,574 in 2006-07; an increase of 190 (13.7%) students. Upon peaking, enrollment began to decline almost immediately, by 2010-11 enrollment had declined by 74 (4.7%) students. The declines gained momentum from this point, growing from 4.7% to double digit declines by 2012-13. A 20-year enrollment floor was reached in 2015-16 when enrollment reached just 1,250 students. 2016-17 saw a minor increase in enrollment to 1,287, but this is still the second lowest enrollment in the last 20 years and is 18.2% lower than peak enrollment.

Generational Enrollment Patterns

To better understand the long-term trends in enrollment, CDRPC examines all available data related to total enrollment, including data beyond the aforementioned 20-year window. As more historical data is collected, long-term patterns and trends may be discerned that would otherwise be hidden by the confines of the 20-year window. While the 20-year view of enrollment allows for a detailed understanding of the trends *within* a generation of students, the generational enrollment data will allow for an analysis of the District's enrollment trends *between* generations.

To satisfactorily plot and understand the changing patterns of generation enrollment, it is useful to both define the generations of students that have matriculated through the District, and discuss the societal structures that influence family creation.

With 76 years of total enrollment data available, it is possible to see how the influence of various generations of students has impacted enrollment. This is perhaps the most important element that the generational enrollment history can provide; the ability to plot an entire enrollment cycle- a cycle that will stretch across decades and be influenced by multiple generations of students.

Since the 1941-42 school year, parts of five generations of children have been students. While typically a "generation" is thought to be 20 years, there is no single definition for how long a generation can last. Furthermore, outside of the Baby Boomers, clearly defined start and end dates for generations are disputed. The definitions below attempt to identify each generation with an estimated start and end year. Since only the Baby Boomers are clearly defined, all subsequent generations are defined based upon the final year of the Boomers, fixed in 1964.

The Silent Generation: Roughly those born between 1926 and 1945, only the tail end of this generation is captured in the historical enrollment data. This generation is marked by low birth rates due to pressure from the Great Depression and World War II. It is sometimes referred to as the "Forgotten Generation", wedged between the "Greatest Generation", and the Baby Boom-generations that are better remembered.

The Baby Boomers: The children born during the Post-War boom, these children are popularly grouped together as born between 1946 and 1964. This generation is well known for the explosion in births that occurred after the war.

Generation X: This generation of children is roughly described as being born between 1965 and 1982. Gen Xer's are sometimes associated with the "Baby Bust" due to the sharp decline in the high number of births that had defined the Boomers.

Millennials: Born roughly between 1983 and 2001, this generation is largely responsible for the enrollment increases of the late 1980s and 1990s. They are sometimes thought of as an "echo" of the Baby Boomers.

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Generation Z: These children, born since 2002, have only recently begun to influence enrollment statistics. Due to their timing with severe economic contractions and foreign wars, these children are sometimes compared to the Silent Generation in that they appear to be significantly smaller than previous generations.

With the generations defined, the next element for explaining fluctuations in enrollment is fertility rates. In 1960, the average American woman was having her first child just shy of her 22nd birthday. Concurrently, the average number of children per woman was 3.65. Assuming 1960 was similar to previous years, this explains the dramatic increase in children during the Baby Boom, women were starting families at a young age and having more than 3 children on average.

Five years later in 1965, a year after the end of the Baby Boom, the average age at which a woman was having her first child had remained stable, but her fertility rate had fallen to less than three children. Only ten years later, in 1975, the average age had climbed slightly to just over 22 years old, but the fertility rate had fallen dramatically to 1.77 children per woman, a 51.5% decline in the fertility rate from 1960. This rate remains one of the lowest ever recorded and helps explain the “Baby Bust” that defined Generation X.

From 1975 through 2005, there was a slight rebound in the fertility rate, approaching or exceeding 2.0. But that rebound has been tempered by the fact that the average age of a woman when she has her first child has climbed steadily. From 1975 to 2014, the average woman is waiting four years longer to have her first child. While four years may not seem to be a noteworthy increase, when it is paired with lower fertility rates it creates a situation in which the children who are expected to replace graduating students are late in arriving and aren’t arriving in sufficient numbers to maintain enrollment rates. This increase in the average age of a woman when she has her first child has been compounded, since 2005, as the fertility rate has again slipped below 2.0. By 2014, the average age had increased to 26.3 while the fertility rate was down to 1.86.

The rebound in fertility rates that began after 1975 was the beginning of a period in which fertility rates would remain elevated. Much of this period resulted in children who are classified as Millennials, a very large generation that reflect their Boomer parents. By 1988-89, Gen Xers had been in school for a handful of years, but they were now being joined by Millennials. Just a few short years earlier, before the Millennials entered school, enrollment had been dependent on a single generation of children, a generation that was small in comparison. Buoyed by the arrival of the Millennials, the District’s total enrollment began to increase through the 1990s.

By 2000, the last of the X-ers had graduated from high school, leaving Millennials alone to comprise the student population. Initially, enrollment continued to increase with only the Millennials comprising the population, but beginning in 2002-03, enrollment began to decline. These declines

Trends in a Mother’s Age at First Birth, and Fertility Rates		
Year	Avg. Age of First Birth	Fertility Rates
1960	21.8	3.65
1965	21.9	2.91
1970	22.1	2.48
1975	22.3	1.77
1980	23.0	1.80
1985	23.5	1.84
1990	23.8	2.08
1995	23.8	1.98
2000	24.5	2.06
2005	25.2	2.06
2010	25.4	1.93
2014	26.3	1.86

Source: Average Age of First Birth: *Vital Statistics of the United States, 2003, Volume I, Natality*. Centers for Disease Control and Prevention.

Data for 2005 and 2010: *National Vital Statistics Report, Vol 56, Number 6*. Center for Disease Control and Prevention. December 5, 2007. And *National Vital Statistics Reports, Vol 61, Number 1*. Center for Disease Control and Prevention. August 28, 2012.

Fertility Rate: *Between 1960 and 2014, the world average fertility rate halved to 2.5 births per woman*. Suzuki, Emi. *World Development Indicators*, from The World Bank.
http://data.worldbank.org/indicator/SP.DYN.TFRT.I?locations=US&name_desc=true

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were initially slight, but after the 2005-06 school year they began to gain momentum. This gain in momentum in 2006-07 coincided with the introduction of Generation Z into the school district. As Gen Z-ers began to replace classes of Millennials, enrollment declines became increasingly steep. With every passing school year, there are fewer classes comprised of Millennials as they are replaced by up and coming classes of Gen Z-ers. This new generation of students is smaller than the Millennials they are replacing. With each passing school year, there are fewer classes of Millennials, by the 2019-20 school year, the District could be entirely composed of Gen Z-ers. This would remove the current issue of small classes of Gen Z-ers replacing larger classes of Millennials and could lead to stability in enrollment trends.

Looking at the data in this manner sets the stage for what the District should expect on a macro level over the next handful of years. As Millennials graduate from the District, a new era will begin where only Gen Z-ers are enrolled. As we know from generational patterns, a new generation of children should be upcoming. This generation, largely the children of Millennials, will dictate future enrollment trends, and anticipating the size of the generation will be vital. In 2017, the oldest Millennial is roughly 34 years old, seven years older than the average age of woman when she has her first child. However, Millennials are, by and large, the most highly educated generation in American history. We know that, as a rule, the more educated a woman, the longer she waits to have a child, and the fewer children she has. It could be possible that a large swath of Millennial women have put off children to pursue their education. If this is true, then we may experience a sharp increase in the average age of a woman when she has her first child if many Millennial women begin to have children in their 30s.

But education alone does not tell the full story of Millennials and family creation. The oldest of the Millennials who decided to go on and get a four-year degree would have been graduating college in roughly the Spring of 2005. For these Millennials, and for many that followed shortly behind them, they would have been entering the workforce just before, or right as, the worst recession since the Great Depression rocked the economy. The Great Recession of 2007-08 has had long-term ramifications of Millennials, ranging from short term struggles with unemployment, to long-term struggles with potential earnings that were damaged due to the long-term depression of wages.

Combined, a highly-educated generation, that did not enter the workforce with a high degree of confidence or certainty in their economic future, was primed for delaying family creation. However, the economy for many has been improving, unemployment is low which is putting pressure on wages to increase, and meanwhile the biological clock is still ticking. It is possible that Millennials are primed for a surge in births as the older members of the generation who put off family creation, find themselves in position to start a family. While it is unclear when, or if, this will happen, we can be confident that if those Millennials who have not had children begin to do so there will be a noticeable surge in the number of births.

So, what does this mean for the District? With Millennials matriculating out of the District, and the number of births holding steady, it suggests that the District will continue to see depressed enrollment. It could be possible that the District may not experience a period of prolonged enrollment increases until the Millennials themselves begin to have children in greater numbers. While it is true that many Millennials have already had children before age 30, many have waited. If this is true, and there is a small baby boom from the Millennials, the resulting enrollment surge would not be expected for five years. Looking at trends in the ebb and flow of generational enrollment, it could be possible that the District will not see this surge for another decade.

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Actual vs. Projected Enrollment & Grade-to-Grade Survival Ratios

Actual Enrollment vs Projected				
Grade	2016-17	Projected	Difference	Percent Difference
K	317	278	-39	-14.0%
1	293	279	-14	-5.0%
2	290	296	+06	+2.0%
3	309	306	-03	-1.0%
4	306	316	+10	+3.2%
5	293	295	+02	+0.7%
6	304	301	-03	-1.0%
7	336	340	+04	+1.2%
8	340	339	-01	-0.3%
9	308	313	+05	+1.6%
10	323	291	-32	-11.0%
11	338	315	-23	-7.3%
12	318	307	-11	-3.6%
Grade	2016-17	Projected	Difference	Percent Difference
K-5	1,808	1,770	-38	-2.1%
6-8	980	980	00	0.0%
9-12	1,287	1,226	-61	-5.0%
Special Ed	1	0	-01	N/A
Total	4,076	3,976	-100	-2.5%

Survival Multipliers				
Grade to Grade	2016-17	5-year	10-year	20-year
Birth to K	1.2099	1.0981	1.0913	N/A
K to 1st	1.0427	0.9944	0.9988	1.0454
1st to 2nd	0.9966	1.0162	1.0106	0.9841
2nd to 3rd	1.0164	1.0017	1.0066	1.0143
3rd to 4th	0.9653	0.9850	0.9949	1.0025
4th to 5th	1.0103	1.0217	1.0180	1.0202
5th to 6th	1.0033	0.9894	0.9994	0.9992
6th to 7th	0.9970	1.0023	1.0034	1.0153
7th to 8th	1.0000	0.9993	1.0018	0.9970
8th to 9th	1.0512	1.0583	1.0852	1.0892
9th to 10th	1.0556	0.9798	0.9579	0.9442
10th to 11th	1.0211	0.9593	0.9559	0.9384
11th to 12th	1.0291	1.0093	0.9983	0.9814

CDRPC projected enrollment for the East Greenbush Central School District to be 3,976 for 2016-17; actual enrollment for the fall came in at 4,076, a difference of 100 students, or 2.5%. While this is within an acceptable range for projections, it does warrant a closer examination as to where the differences between the projections and actual enrollment originate.

Kindergarten enrollment varied the most from the projections. While this is not unusual, the cause of the difference is surprising. Last year, CDRPC projected 278 students for the 2016-17 school year, 39 (14.0%) fewer than what came to fruition. As projected, enrollment in kindergarten was to continue along its recent trajectory, but instead it experienced a sharp spike, recording the highest number of students since 2009-10.

A bigger surprise came in the discrepancy between projected and actual enrollment for 10th grade. CDRPC's projections of 291 students in 2016-17 were 32 (11.0%) fewer than actual enrollment. In fact, the 9-12 cohort in general saw a surprising discrepancy. Usually this cohort is very stable and presents fewer challenges for projections, but in 2016-17 the cohort threw a curve ball, recording 61 (5.0%) fewer students than projected.

Meanwhile, projections for grades 6-8 were exact with 980 students. In general, most projections were within single digits of the actual enrollment, but three grades (kindergarten, 10th, and 11th) provided an outsized role in projections running low.

Survival multipliers for these grades explain why the projections for these three grades were so far off. Historically, kindergarten's survival multipliers have been around 1.09, but in 2016-17 it spiked to 1.2099. While CDRPC had been expecting a stronger than usual survival multiplier for 2016-17, a 1.2099 was well above even the most aggressive survival multiplier utilized, and is firmly unprecedented for the District.

The situation was even more unusual in 10th grade. Since 1985-86, the survival multiplier for 9th to 10th grade has never been higher than 1.0060, until 2016-17. This year, the survival multiplier spiked to 1.0556, easily setting a record for the grade. Such a strong survival multiplier would have been inappropriate to prepare for, making it impossible to anticipate the stronger than expected enrollment in 10th grade.

The situation was similar for 11th grade as well. Since 1985-86, the 10th to 11th grade survival multiplier has never reached 1.000, with the 5, 10, and 20 year averages for survival multipliers reaching 0.9593, 0.9559, and 0.9384 respectively. 2016-17's survival multiplier of 1.0211, therefore, was unprecedented.

School Enrollment Projections for East Greenbush Central School District

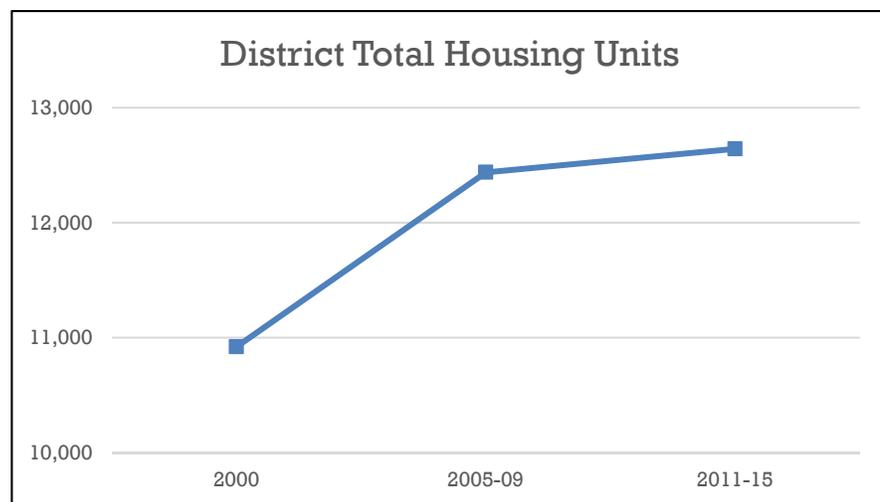
Unfortunately, it is not immediately clear why these survival multipliers were so unusually high. It could be that these multipliers are a statistical anomaly, and that the multipliers will return to normal next year. Conversely, it could indicate a sudden change in trends that have not been expected. If this is the case, then the strong survival multipliers could continue forward, influencing enrollment in unexpected ways. For now, the prudent course of action is to monitor the situation and tweak future projections- but not overreact to a single year of unexpected survival multipliers.

School District Live Births, Building Permit Issuances, & Existing Home Sales

As noted on **Table 3**, the District's number of births between 2002 and 2014 has fluctuated between 247 in 2012 and 308 in 2004 and 2014. Through 2012, the general trend in births showed declines. 2012 itself marked a deep valley in births as they failed to exceed 250 for the first time since data became available in 2002. 2013 and 2014, however, showed a strong recovery, with 2014 matching the previous record of 308 births set in 2004.

To complete the projections through the 2021-22 school year, the number of births for 2015 and 2016 need to be estimated. CDRPC utilized the average number of births since 2002 to establish a benchmark for future enrollment. In this case, CDRPC estimates that there will be 280 births in 2015 and 2016.

Table 4 provides a breakdown and count of the housing units within the District. Historical housing data for the District only dates to 2000 when the decennial Census recorded 10,921 housing units within the district. By the 2005-09 American Community Survey, housing units had increased to 12,438. Of these units, 8,615 are identified as single family detached homes, the typical suburban style housing that is prevalent in American suburbs. These single family detached homes accounted for 69.3% of all of the housing units within the District. With the release of the 2011-15 American Community Survey, we have confirmation that the impressive growth experienced between the 2000 Census and the 2005-09 ACS has slowed



dramatically. The most recent ACS shows a total of 12,642 housing units, only 200 more than the 2005-09 ACS. This seems to indicate that the District experienced most of its housing growth between 2000 and 2005, and that since then the number of units has only increased slightly.

Table 5, which identifies the total number of housing units for which permits were issued throughout the Towns of East Greenbush and Schodack, helps put the building activity from **Table 4** into context. An important note, the Town of North Greenbush was not included in **Table 5** since the Town is divided between four school districts. This division makes it incredibly difficult to accurately identify the appropriate school district associated with every building permit issued. The

School Enrollment Projections for East Greenbush Central School District

District's growth in housing units from the 2000 Census to the 2005-09 American Community Survey is concentrated between the years 2001-06 in the Town of East Greenbush, and between 2004-06 in the Town of Schodack. The Town of East Greenbush reported 814 building permit issuances in this time, with 354 being issued in 2005 alone. 288 (81.35%) of these permits were for structures of 5 or more units, by far the year of the heaviest development of multifamily units. Between 2004-06, the Town of Schodack issued a total of 261 permits, fairly evenly distributed across the three years. In both towns, 2007 brought a dramatic slowdown in the issuances of new permits. The economic recession of 2007-08 certainly contributed to the slowdown in new housing construction. From 2011 to 2015, the Town of East Greenbush reported issuing a total of 87 permits, while the Town of Schodack reported issuing a total of 168 permits. While the economy has improved in many respects, 2015 did not bring with it an increase in residential construction. The housing market for new homes continues its struggle to recover from the Great Recession.

With new home construction failing to gain momentum, existing home sales may offer an alternative metric for measuring the housing market. Existing home sales (**Table 6**) in 2014 totaled 338 units, had an average sale price of \$209,180, a median sale price of \$185,255, and averaged 65 days on the market (DOM). 2015 saw the total units sold remain relatively stable at 321, along with an average sale price of \$216,279. Meanwhile, notable improvements were seen in the median sale price, increasing 7.4% to \$199,000, and the average days on market dipping to 62. Unfortunately, at the time of publication of this study, 2016 data for the entire school district was not available. Instead, existing home sales for the Town of East Greenbush itself provide some insight into how well sales managed in 2016. East Greenbush is the largest of the towns encompassed by the District, and is almost fully within the District, so it can provide a barometer for how sales District wide may have fared. In 2016, the Town recorded 238 homes sold, with a median sale price of \$195,500 and an average DOM of 55. These figures are in line with what was experienced in 2015 and suggests that the full figures for 2016 may show three years of steady home sales.

With the lack of new residential development, existing home sales may play a larger role in determining future enrollment than they have in previous years. If empty nesters begin to downgrade out of their large single family homes in favor of smaller, easier to maintain, homes, there could be a large opening for young families to move into the District. Much of the District has limited access to sewer and water infrastructure, making large scale development difficult outside of the areas already receiving these services. Without an expansion of water and sewer utilities, and the opportunity for expansive new housing construction, it is possible that existing home sales will provide a stronger barometer for judging future pressures on enrollment. As more historical data is collected, patterns and trends will emerge that will allow for greater context towards existing home sales.

Residential Building Activity

The following is the most recent status report of approved and proposed single and multi-family residential developments in The District. **Appendix A** has a complete listing of approved single-family subdivisions with a projected construction schedule for each project; **Appendix B** has a complete listing of approved multi-family subdivisions with a projected construction schedule for each. Subdivisions for which final approval is pending are not included in the Appendices.

School Enrollment Projections for East Greenbush Central School District

Town of East Greenbush

The majority of East Greenbush is within the District. The western edge of the town is the most heavily developed due to its proximity to the cities of Albany and Rensselaer. The eastern portion of the town is very rural and underdeveloped.

Approved Developments

1. **Hampton Estates.** 36 twin homes (18 buildings) will be constructed within the Hampton Manor neighborhood. There is no clear time table for when construction will begin.
2. **Michael Road Subdivision.** This subdivision of 38 single family homes will be constructed on Michael Road. No action has been taken and a timetable for beginning construction is unclear.
3. **Rysedorph Subdivision.** Located on Olcott Lane, this large single family community of 30 lots has recently received approval for construction.
4. **Thompson Way.** Located on Thompson Hill, this mixed development will have a combination of twin homes and single family homes. 20 twin home units are expected along with 3 single family homes. Construction is proceeding slowly.

Proposed Developments

1. **Covered Bridge.** Located on Michael Road, this development is proposed for 337 total units, including 321 apartments and 16 townhouses. The approval process has been slow and a date for final approval is not clear.
2. **Deer Pond.** This 60 unit single family subdivision is slated off of Elliot Road. It is still in the conceptual review phase and is not expected to receive approval for some time.
3. **Witbeck.** This very large community of 60 single family lots is slated for construction off Philips Road. It is still early in the review process and may take years to proceed.

Town of North Greenbush

The District overlaps the center of the Town of North Greenbush. This area is highly developed and is considered to be a suburb to the cities of Albany and Troy. As with the Town of East Greenbush, development is concentrated in western North Greenbush while eastern North Greenbush has a more rural character.

1. **Berkeley Estates.** Located on Morner Road, this 31-single family development has recently begun construction of its infrastructure. Construction of the housing units has recently commenced, but occupation is not expected until late 2017 or early 2018.
2. **Birchwood Hills.** This subdivision is slated for North Road and will consist of 61 single family homes. Construction has been slow and, as of December 2015, 17 units were either completed or under construction.

School Enrollment Projections for East Greenbush Central School District

3. **Haywood Farms.** Formerly Mesko Subdivision, this development is slated for Snyders Lake Road and will consist of 73 single family homes. Homes are now under construction, with 18 either complete or under construction.

4. **Van Allen Apartments.** This apartment complex is located at Washington Ave and California Avenue. 24 of the 224 apartment units have been completed, with full build-out expected in 2018.

Town of Schodack

The Town of Schodack is a large town that is split between the East Greenbush and Schodack school districts. Situated south of East Greenbush, Schodack is a largely underdeveloped and maintains a very rural character. Residential development in this town is very limited.

Schodack's two large residential sub divisions, Hidden Pond and Stable Gate Estates, are both on indefinite hold. There are serious doubts about the long-term viability of both projects and they are unlikely to influence enrollment.

Town of Sand Lake

The District only encompasses a small portion of Sand Lake. This town is very rural and, except for isolated homes, there are no proposed subdivisions being built or under consideration within the school district boundaries.

Town of Nassau

Nassau is very rural and is fairly isolated when compared to the other towns within The District. Residential development is extremely limited, and similar to Sand Lake, there are no proposed residential subdivisions within the district.

Overall, the District has very limited opportunities for new housing construction. The new development is concentrated almost exclusively in the towns of North, and East Greenbush with the towns of Schodack, Sand Lake, and Nassau experiencing mostly sporadic and sparse development. The suburban/rural divide within the district is stark

Of the development that has been approved, a total of 278 lots from approved developments are available for single family units, with another 280 available lots for multi-family units for a total of 558 lots. The majority of these lots, 489 are still available for development. This stock of developable lots does present the opportunity to influence enrollment beyond historic norms, but the anticipated slow development will likely diminish this. The exception could be Van Allen Apartments. With 224 units that could come online in short succession, there is a possibility that they could slightly influence enrollment. For now, CDRPC has decided not to use a demographic multiplier, but will continue to monitor the situation in case a new approach is required.

School Enrollment Projections for East Greenbush Central School District

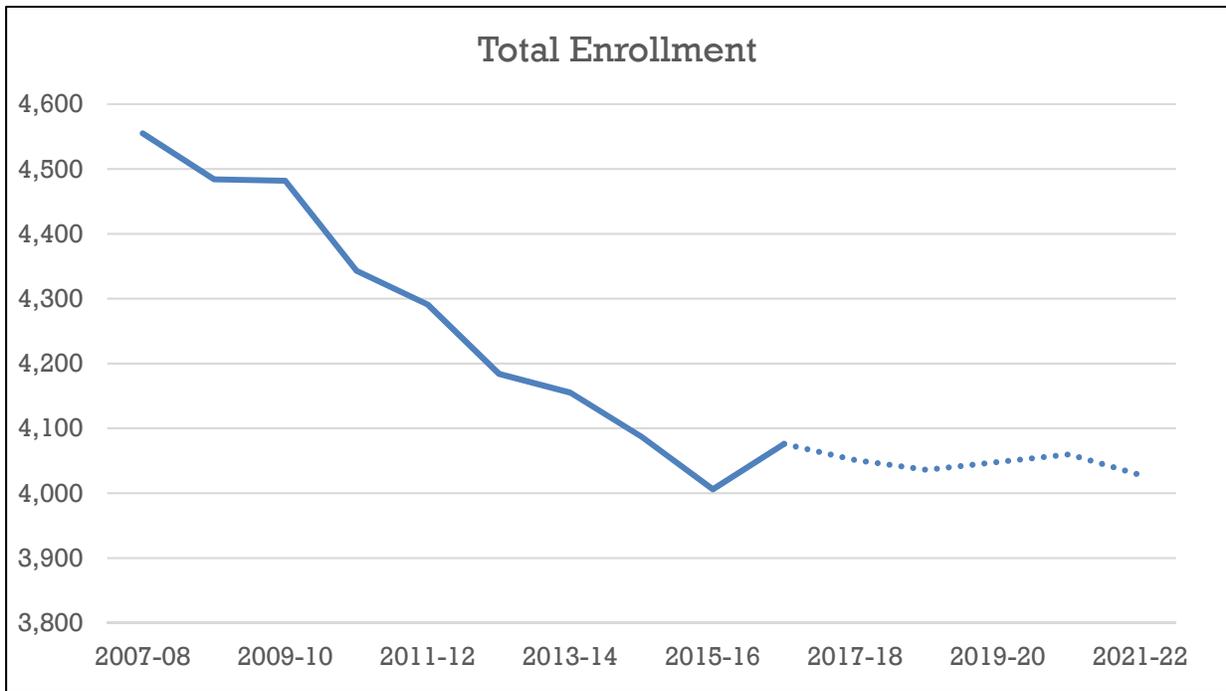
School Enrollment Projections

Table 7 provides the district-wide projections through the 2021-22 school year. Highlighting some of the trends expected during the next five years.

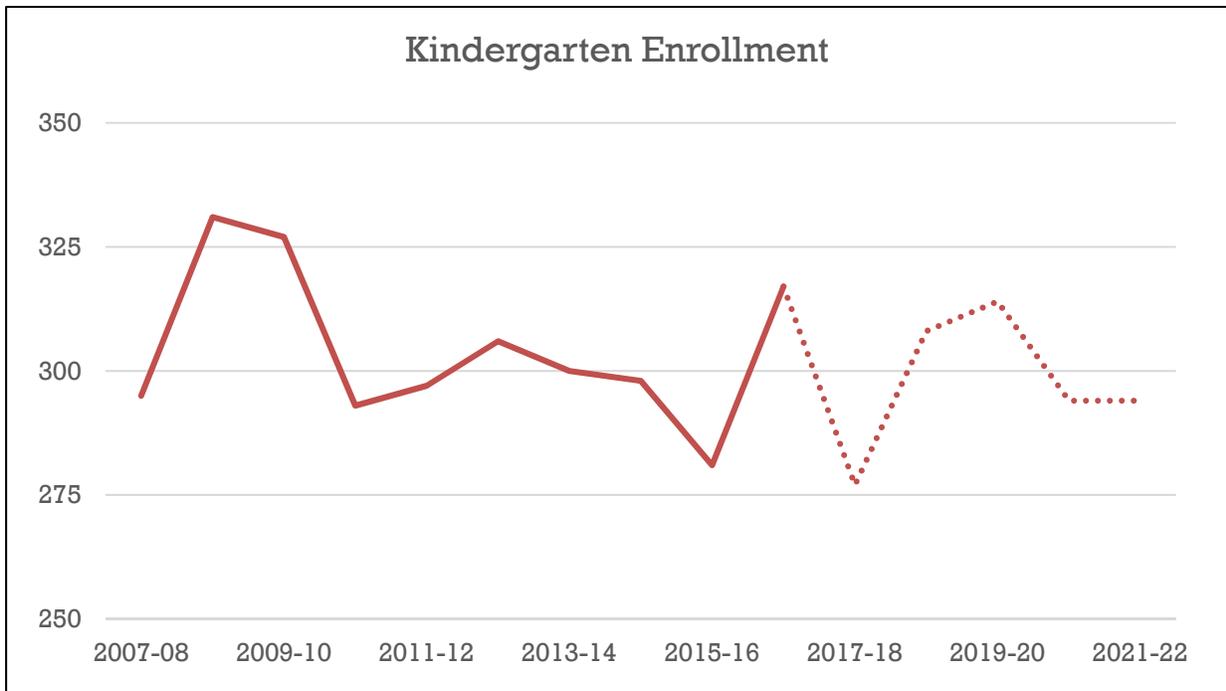
- Total enrollment is projected to enter a period of stability. After more than a decade of declines, enrollment through the 2021-22 school year is expected to fluctuate very little. When compared to the 2016-17 school year, total enrollment is projected to fluctuate by less than 1% each year. By 2021-22, the District's total enrollment is projected to be 4,028, just 48 (1.2%) fewer students than 2016-17.
- Through the 2021-22 school year, enrollment in kindergarten is projected to continue along its very stable course. The only fluctuation of serious note is the 2017-18 school year when enrollment is projected to reach just 277 students. This is due to the low number of births in 2014 (**Table 3**) when there were only 247 births. However, CDRPC is anticipating a slightly stronger than usual survival multiplier for kindergarten in 2017-18, so any declines in enrollment may be slightly mitigated.
- Enrollment in grades K-5 is projected to reverse course through the 2021-22 school year. The larger than anticipated kindergarten class in 2016-17 is projected to have long ranging ramification on the cohort, leading it to a modest increase through the projection period. By 2021-22, enrollment is projected to increase by 24 (1.3%) students to 1,832 the highest enrollment since the 2013-14 school year.
- The five-year projection for enrollment in grades 6-8 have been tweaked only slightly from last year's enrollment study. Enrollment experienced an expected enrollment boost in 2016-17, but is still projected to decline and stabilize beginning in 2017-18. By 2021-22, enrollment is projected to be 915 students, 65 (6.6%) fewer than 2016-17.
- Enrollment projections for grades 9-12 continue to indicate a modest increase through 2018-19. These increases are primarily driven by the increase in enrollment experienced by grades 6-8 in recent years. By 2021-22, however, enrollment is projected to decline back to 1,281, putting it on par with 2016-17's enrollment.
- After adjusting for the unexpected increase in enrollment, the projections for the next five-years follow a similar pattern that previous projection studies suggested. Both the 2015-16, and 2016-17 enrollment studies anticipate relatively stable enrollment over the course of the projection period. So while 2016-17's enrollment was larger than projected, the overall trend for projections has not been fundamentally altered.

These projections assume that the approved housing developments in the District will develop at the rate that is currently expected. Continued attention needs to be paid to the turnover of existing homes within the District. With limited developable land due to limitations in sewer and water utilities, the sales of existing homes may play the largest role in determining the future enrollment. Without significant changes in either market, it is possible that the District is entering a period of flat, but stable, enrollment for the foreseeable future.

School Enrollment Projections for East Greenbush Central School District

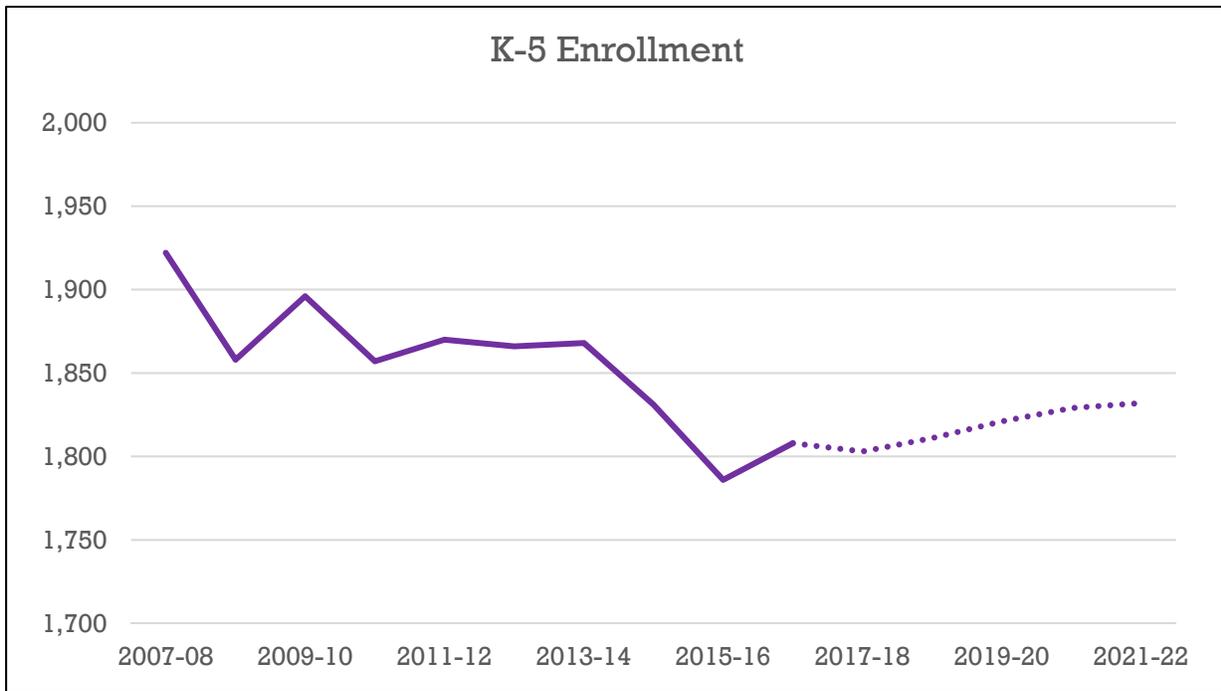


Over the next five years, total enrollment is projected to stabilize between 4,000 and 4,100 students. After an unexpected increase in enrollment in 2016-17, it appears that the District could be moving away from perpetual declines and into a period of stability.

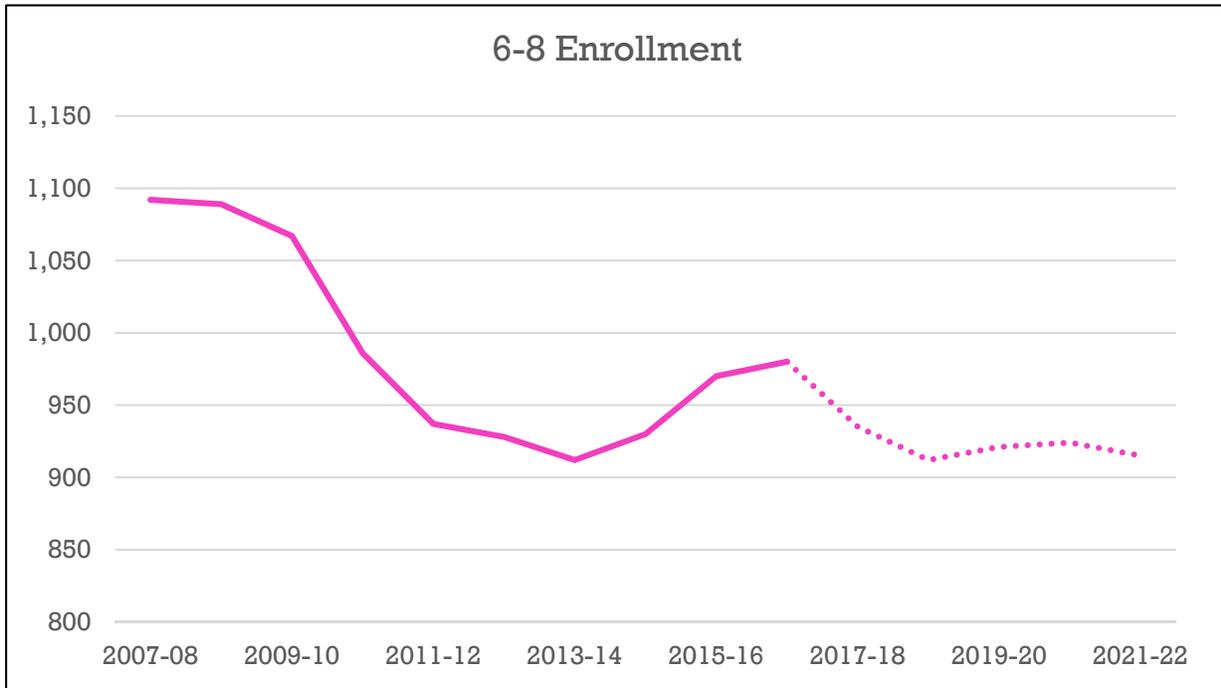


Projections indicate that enrollment in kindergarten will return to its long-term trend. Enrollment is projected continue along its recent trend, with enrollment barely cresting over 300 students, and trending long term below 300 students.

School Enrollment Projections for East Greenbush Central School District

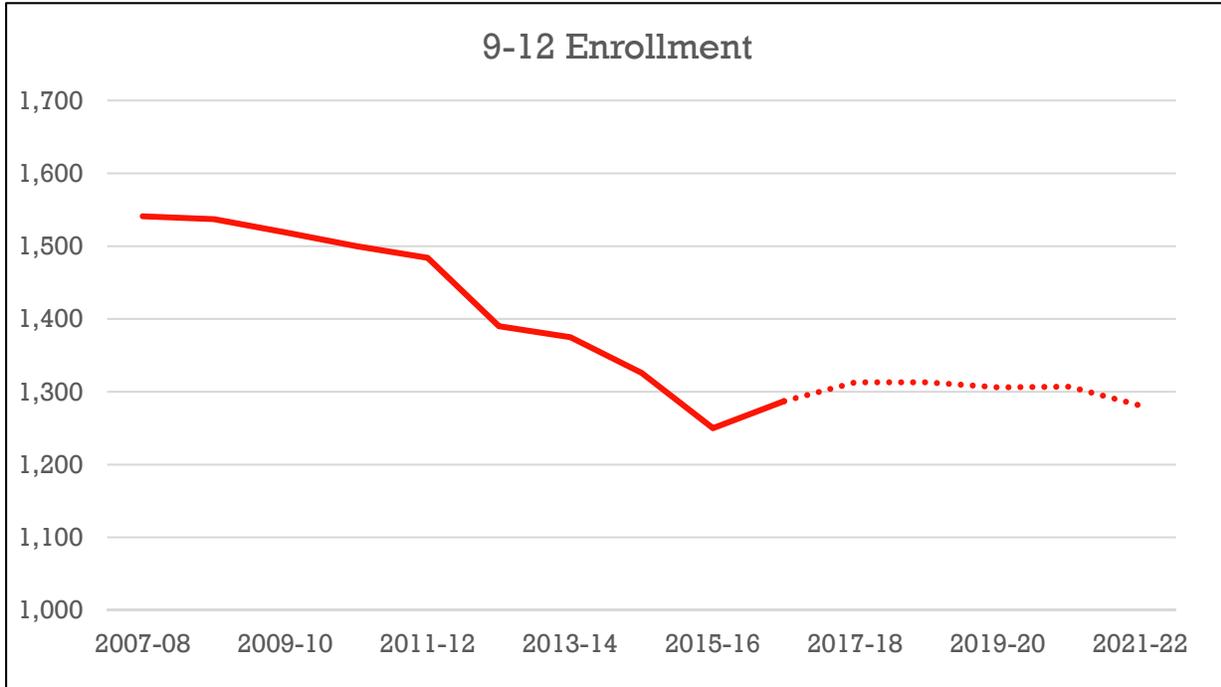


K-5 enrollment rebounded in the 2016-17 school year after many years of declines. Previous projections anticipated a slowdown in declines, but the 2016-17 projections modify this to show increases through the end of the projection period. The increases are projected to be minor, but still represent at least a period of stable enrollment.

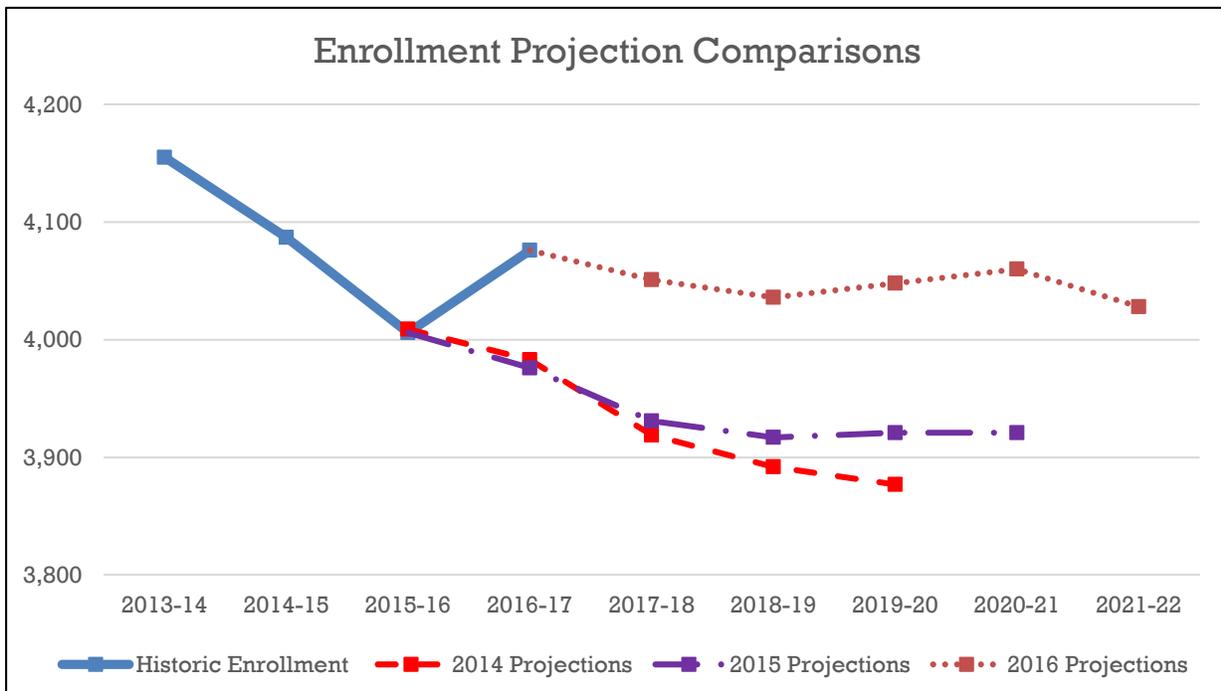


Projections for 6-8 remain very similar to projections from previous studies. Enrollment is projected to decline in 2017-18 and then stabilize throughout the following four years. By 2018-19 enrollment will stabilize with roughly 920 students.

School Enrollment Projections for East Greenbush Central School District



Enrollment in grades 9-12's projected enrollment is to continue along in a similar trend as projected in previous studies. Enrollment is projected to experience a very slight increase in 2017-18 before stabilizing through 2021-22.



The unexpected enrollment increase in 2016-17 hasn't changed the anticipated trend in enrollment. The 2015-16 projections anticipated stabilization in enrollment, although at a lower level than 2016-17's projections. Both sets of projections anticipate that enrollment would reach stabilization.

Appendices & Tables

Appendix A
East Greenbush Central School District
Status of Approved Major Single-Family Subdivisions

Subdivision Name	Total Number Planned	Complete/ Underway	Remainder	2017	2018	2019	2020	2021
Town of East Greenbush								
Michael Road	38	0	38	—	3	3	3	3
Rysedorph Subdivision	30	0	30	—	5	5	5	5
Thompson Way	3	1	2	1	1	—	—	—
<i>Town Total</i>	71	1	70	1	9	8	8	8
Town of Schodack								
Hidden Pond	27	4	23	—	—	—	—	—
Stable Gate Estates	15	0	15	—	—	—	—	—
<i>Town Totals</i>	42	4	38	—	—	—	—	—
Town of North Greenbush								
Berkeley Estates	31	0	31	5	10	10	6	—
Birchwood Hills	61	17	44	8	8	8	8	8
Haywood Farms	73	18	55	9	9	9	9	9
<i>Town Totals</i>	165	35	130	22	27	27	23	17
<i>Total</i>	278	40	238	23	36	35	31	25

Appendix B
East Greenbush Central School District
Status of Approved Major Multi-Family Subdivisions

Subdivision Name	Number Planned	Complete/ Underway	Remainder	2017	2018	2019	2020	2021
Town of East Greenbush								
Hampton Estates	36	0	36	2	2	2	2	2
Thompson Way	20	5	15	5	5	5	—	—
<i>Town Total</i>	56	5	51	7	7	7	2	2
Town of North Greenbush								
Van Allen Apartments	224	24	200	100	100	—	—	—
<i>Town Total</i>	224	24	200	100	100	0	0	0
<i>Total</i>	280	29	251	107	107	7	2	2

TABLE 1
East Greenbush Central School District
Historical School Enrollment : 1997-1998 to 2016-2017

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K	333	307	288	286	288	317	295	294	311	317	295	331	327	293	297	306	300	298	281	317
1	379	399	365	339	303	313	331	300	306	310	318	291	325	328	305	292	313	284	291	293
2	374	325	353	312	326	311	331	332	298	301	311	310	302	330	326	301	299	314	304	290
3	370	379	328	369	331	335	318	355	331	299	322	306	314	292	338	330	293	298	317	309
4	369	364	374	337	370	334	355	318	354	337	314	310	308	310	297	335	324	297	290	306
5	364	375	374	378	346	400	326	359	323	369	362	310	320	304	307	302	339	340	303	293
6	369	358	375	351	374	356	393	329	363	330	379	362	317	314	309	297	301	335	337	304
7	412	374	374	377	352	393	378	396	336	379	332	386	360	315	317	314	294	299	340	336
8	338	412	382	369	371	366	380	374	395	325	381	341	390	357	311	317	317	296	293	340
9	395	358	426	392	390	430	429	413	417	457	378	423	380	416	395	334	338	338	306	308
10	362	375	343	396	365	368	378	394	380	385	426	355	404	359	378	365	312	340	331	323
11	331	324	346	327	367	316	335	344	368	367	372	400	339	378	347	355	356	297	309	338
12	296	315	304	326	308	354	311	323	344	365	365	359	396	347	364	336	369	351	304	318
Special Ed	0	0	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	1
Total	4,692	4,665	4,632	4,559	4,532	4,629	4,570	4,557	4,548	4,541	4,555	4,484	4,482	4,343	4,291	4,184	4,155	4,087	4,006	4,076

Source: NYS Dept. of Education BEDS Data

TABLE 2
East Greenbush Central School District
Aggregate School Enrollment : 1997-1998 to 2016-2017

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
K-5	2,189	2,149	2,082	2,021	1,964	2,010	1,956	1,958	1,923	1,933	1,922	1,858	1,896	1,857	1,870	1,866	1,868	1,831	1,786	1,808
6-8	1,119	1,144	1,131	1,097	1,097	1,115	1,151	1,099	1,094	1,034	1,092	1,089	1,067	986	937	928	912	930	970	980
9 - 12	1,384	1,372	1,419	1,441	1,430	1,468	1,453	1,474	1,509	1,574	1,541	1,537	1,519	1,500	1,484	1,390	1,375	1,326	1,250	1,287
Special Ed	0	0	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	1
Total	4,692	4,665	4,632	4,559	4,532	4,629	4,570	4,557	4,548	4,541	4,555	4,484	4,482	4,343	4,291	4,184	4,155	4,087	4,006	4,076

Source: NYS Dept. of Education BEDS Data

TABLE 3
School District Births
East Greenbush Central School District

Year of Birth	Number of Births	Year to Enter Kindergarten	Kindergarten Students	Survival Multiplier
2002	265	2007-08	295	1.1132
2003	289	2008-09	331	1.1453
2004	308	2009-10	327	1.0617
2005	296	2010-11	293	0.9899
2006	267	2011-12	297	1.1124
2007	295	2012-13	306	1.0373
2008	261	2013-14	300	1.1494
2009	284	2014-15	298	1.0493
2010	269	2015-16	281	1.0446
2011	262	2016-17	317	1.2099
2012	247	2017-18	277	<i>1.1200</i>
2013	286	2018-19	308	<i>1.0781</i>
2014	308	2019-20	314	<i>1.0200</i>
2015	280	2020-21	294	<i>1.0500</i>
2016	280	2021-22	294	<i>1.0500</i>

Projections in italics

Source: NYS Department of Health Bureau of Health Statistics, Resident Live Births

TABLE 4
East Greenbush Central School District
Number of Housing Units

Year	Single Unit		2 Unit	3 or 4 Unit	5 or more	MH	Other	Total
	1- Det	1- Att						
2000								10,921
2005-09	8,615	658	690	539	1,653	274	9	12,438
2011-15	8,809	693	421	341	2,086	292	0	12,642

1- Det = Single Family Detached **1- Att**= Single Family Attached **2 Unit**= Duplex **3 or 4 Unit** = Apartment/ Condominium **5 or more** = Large Apartment/Condominium **MH** = Mobil Home

Source: Census 2000 Summary File 1 Accessed through the *National Center for Education*; 2005-09 & 2011-15 American Community Survey B25024 accessed through *American Fact Finder*

TABLE 5
Building Permit Issuances

Town of East Greenbush

Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	58	—	—	—	58
1997	46	—	—	24	70
1998	57	—	—	—	57
1999	66	—	—	—	66
2000	64	—	—	—	64
2001	89	—	—	—	89
2002	104	—	—	—	104
2003	69	—	—	32	101
2004	37	—	—	48	85
2005	66	—	—	288	354
2006	49	—	—	32	81
2007	37	—	—	—	37
2008	30	—	4	—	34
2009	27	—	—	—	27
2010	17	—	4	—	21
2011	15	—	—	—	15
2012	13	—	—	—	13
2013	19	—	4	—	23
2014	18	—	—	—	18
2015	18	—	—	—	18

Town of Schodack

Year	Single Unit	2 Unit	3 or 4 Unit	5 or more	Total
1996	3	—	—	—	3
1997	25	—	—	24	49
1998	28	—	—	—	28
1999	37	—	—	—	37
2000	32	—	—	—	32
2001	26	—	—	—	26
2002	55	—	—	—	55
2003	52	—	—	—	52
2004	75	—	—	—	75
2005	40	—	—	49	89
2006	48	—	—	49	97
2007	24	—	—	—	24
2008	32	—	—	—	32
2009	26	—	—	—	26
2010	30	—	—	46	76
2011	20	—	—	34	54
2012	24	—	4	32	60
2013	21	—	—	—	21
2014	23	—	—	—	23
2015	10	—	—	—	10

Table 6
East Greenbush Central School District MLS Data

	# of units sold	Average Sale Price	Median Sale Price	Average DOM
2014	338	\$209,180	\$185,255	65
2015	321	\$216,279	\$199,000	62
2016*	238	N/A	\$195,500	55

*2016 data is Town of East Greenbush Exclusively

TABLE 7
East Greenbush Central School District
Enrollment Projections : 2017-2018 to 2021-2022

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	317	277	308	314	294	294
1	293	317	277	308	314	294
2	290	298	322	281	313	319
3	309	292	300	324	283	315
4	306	307	291	298	322	282
5	293	312	313	296	303	328
6	304	293	312	313	296	303
7	336	305	294	313	314	297
8	340	337	306	295	314	315
9	308	360	357	324	312	332
10	323	302	353	350	317	306
11	338	310	290	339	336	304
12	318	341	313	293	342	339
Special Ed	1	0	0	0	0	0
Total	4,076	4,051	4,036	4,048	4,060	4,028

Aggregate Enrollment Projections : 2017-2018 to 2021-2022						
Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K-5	1,808	1,803	1,811	1,821	1,829	1,832
6-8	980	935	912	921	924	915
9-12	1,287	1,313	1,313	1,306	1,307	1,281
Special Ed	1	0	0	0	0	0
Total	4,076	4,051	4,036	4,048	4,060	4,028

2016-17 Represents Actual Fall Enrollment

School Enrollment Projections for East Greenbush Central School District



Capital District Regional Planning Commission

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