

School Enrollment Projections for East Greenbush Central School District

2017-18 School Year



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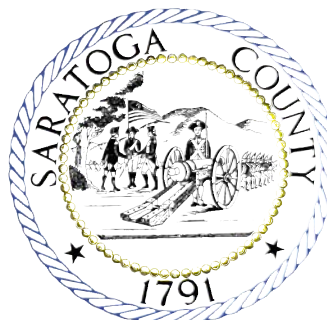


Our Mission

The Capital District Regional Planning Commission (CDRPC) is a regional planning and resource center serving Albany, Rensselaer, Saratoga, and Schenectady counties. CDRPC provides objective analysis of data, trends, opportunities, and challenges relevant to the Region's economic development and planning communities. CDRPC serves the best interests of the public and private sectors by promoting intergovernmental cooperation; communicating, collaborating, and facilitating regional initiatives; and sharing information and fostering dialogues on solutions to regional challenges.

Our History

CDRPC was established as a regional planning board in 1967 by a cooperative agreement among the counties of Albany, Rensselaer, Saratoga, and Schenectady. Its original purpose was to perform and support comprehensive planning work, including surveys, planning services, technical services, and the formulation of plans and policies to promote sound and coordinated development of the entire Region. Over time, the mission of the Planning Commission evolved in response to changes in the Region's needs, funding sources, organizational structure, and information technology. While continuing to provide a wide variety of comprehensive planning services, CDRPC has also assumed the functions of Data and Information Center, Economic Development District, Foreign-Trade Zone Administrator, Clean Energy Communities Program Coordinator, and Water Quality Manager.



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Executive Summary

The 2017-18 School Enrollment Projections for East Greenbush Central School District provides school enrollment projections through the 2022-23 school year. This report looks at key indicators such as 20 year enrollment trends, birth rates, residential building activity, and more, as a basis for developing the enrollment projections. Some of the key findings of the report are as follows:

- The 20 year trend in total enrollment is of growing declines. The late 1990s saw the District reach an enrollment plateau from which it has been declining ever since. Enrollment in recent years has declined to levels not seen since the early 1960s.
- Kindergarten's 20 year trend is stable. Aside from year-to-year fluctuations, enrollment has largely remained around 300 students a year for the last 20 years.
- K-5 enrollment has suffered steep declines over the last 20 years. From over 2,100 students, enrollment now hovers around 1,800 students. Declines were steepest in the early aughts, and have since slowed.
- Enrollment in grades 6-8 slowly declined through the early Aughts before dramatically declining after the 2009-10 school year. After three years of recovery, enrollment is back on the decline and is approaching 900 students.
- Grades 9-12 saw steady enrollment through 2011, after which declines became acute. In the six years since 2011, enrollment has declined by almost 200 students.
- Births within the District remain on a steady trajectory with around 270/year. While there are year-to-year fluctuations, and births have spiked as high as 308 and as low as 247, they do not show a long term trend in either direction.
- While new residential construction is increasing, it is not expected to play a significant role in influencing enrollment in the immediate future. It is more likely that sales of existing homes will play a larger role in influencing enrollment. Sales of existing homes continue to strengthen and in 2017 are projected to match those of 2016 at around 400 units.
- Projections for 2017-18 were very accurate. Projections for total enrollment were within 16 students of actual enrollment. Projections for the three cohorts were equally accurate as all were well within 1% of actual enrollment.
- **Looking forward, enrollment is projected to remain mostly stable through the 2022-23 school year. K-5 enrollment is projected to increase slightly, 6-8 to remain flat, and 9-12 to decline.**



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 2017-18, 2018-19, and 2019-20 school years. This report is the first in the series and contains projections for the next five years, projecting enrollment for the 2018-19 through 2022-23 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.

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

1. Historical enrollment trends since 1941-42, and historical grade-to-grade enrollment since 1984-85;
2. District grade-to-grade survival multipliers calculated from enrollment data in 5, 10, and 20-year increments;
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 2012-16 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;

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

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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 1984-85 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 multipliers and are 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 2017-18 report, enrollment is projected for the 2018-19 school year to the 2022-23 school year. The most recently available birth data is for 2015, which provides CDRPC with a basis for calculating the number of kindergarteners through the 2020-21 school year. To determine the number of births in 2016 and 2017 so that the kindergarten classes of 2021 and 2022 may be calculated, CDRPC calculated the average number of births since 2002 as a baseline for projecting births.

A final note on the birth data; while birth data is available from 2002 through 2015, data is only available for the corresponding kindergarten classes from 2007 through 2017, 11 years' worth of data. Thus, 20-year averages cannot be calculated.

Table 4 contains housing data from within the District. This data is collected 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

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(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. 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 *Eastern New York Regional MLS*, 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, historical data is limited. This new system tracks various metrics including, median sale price, average days on market, and total number of units sold.

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 within 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.



Historical Enrollment Trends

The 20-year trend for total enrollment has been one of persistent declines. Total enrollment over this period shows two distinct periods: through the 2007-08 school year, the District's total enrollment was declining at a steady rate. In 1998-99, there were a total of 4,665 students enrolled within the District, this declined to 4,555 in 2007-08, a loss of 110 (2.4%) students.

The second period, from the 2008-09 through 2017-18 school years, experienced steep declines in enrollment. Over the period, enrollment declined 521 (10.0%) students. To further illustrate the steepness of the recent declines, total enrollment has declined 631 (13.5%) from 1998-99. This means that 82% of the declines in total enrollment were in the last 10 years.

Kindergarten enrollment over the previous 20 years was generally stable. 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 as low as 281 students in the 2015-16 school year. After six years of unusually flat enrollment, 2016-17 saw kindergarten enrollment spike 317 students. Enrollment then proceeded to decline sharply in 2017-18 to a new 20-year low of 276 students.

The 20-year enrollment trend for grades K-5 is one of persistent declines as well. The late 90s saw a steep decline in enrollment for the cohort, falling below 2,000 students by 2001, and below 1,900 by 2008. Declines have continued, almost completely unabated for the entire 20-year period. Today, enrollment hovers around 1,800 students, with it falling below that mark in both 2015 and 2017.

Enrollment in grades 6-8 saw a steadier decline than K-5. Through the early Aughts, enrollment avoided the sharp declines that had occurred in K-5 in the late 90s. However, sharp declines did eventually reach grades 6-8. After the 2009-10 school year, enrollment declined almost 15% in four years to 912 students. Today, enrollment hovers between 900 and 1,000 students annually, down from the 1,100 students that composed the cohort in the early Aughts. Enrollment in 2017-18 was 931 students, 19% lower than enrollment 20 years prior in 1998-99.

Enrollment trends for grades 9-12 for the previous 20-years can be divided into two periods. The first period saw enrollment steadily increase to 1,574 in 2006-07. Once enrollment peaked, it immediately trailed off. Declines gained momentum after the 2010 school year growing to double digit declines by 2012-13. A 20-year enrollment floor was reached in 2015-16 when enrollment reached just 1,250 students. The last two school years have seen enrollment tick upward as the surge in enrollment in grades 6-8 from 2014 through 2016 has reached high school. However, enrollment is still more than 17% lower than the 20-year peak.

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 ascertained that would otherwise be hidden by the confines of the 20-year window. While the 20-year view of enrollment allows for a detailed

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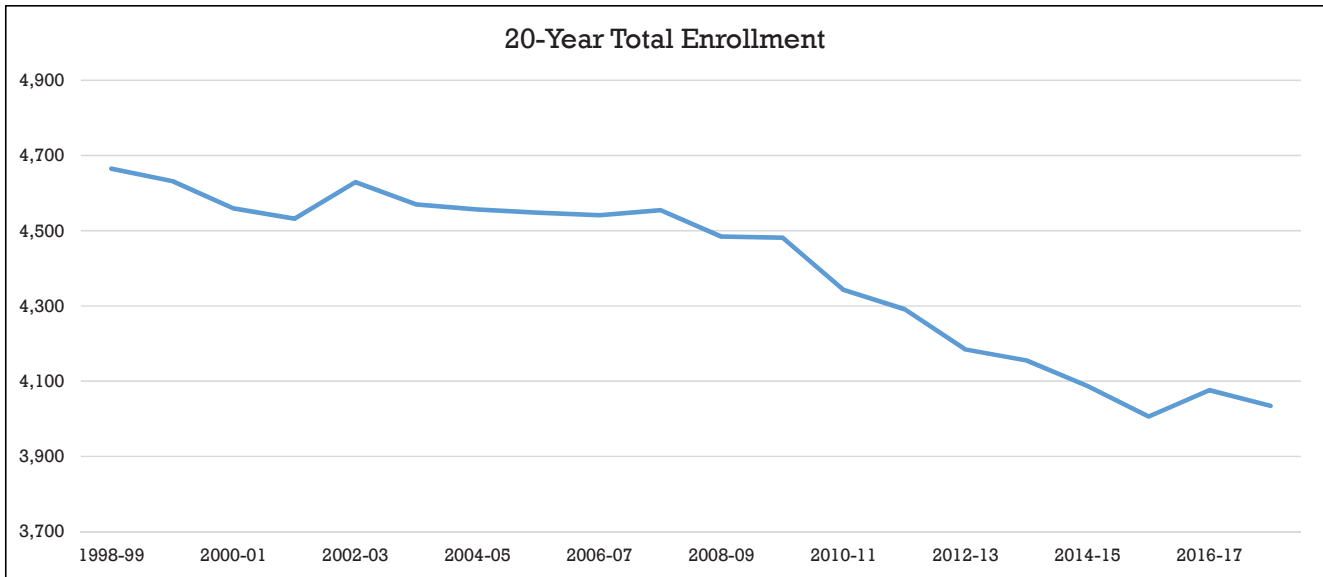


Figure 1. 20- Year Total Enrollment: The 20 year history for total enrollment showcases growing declines over most of the last 20 years. Declines have become increasingly steep in recent years, and today enrollment is near the lows set in the 1980s.

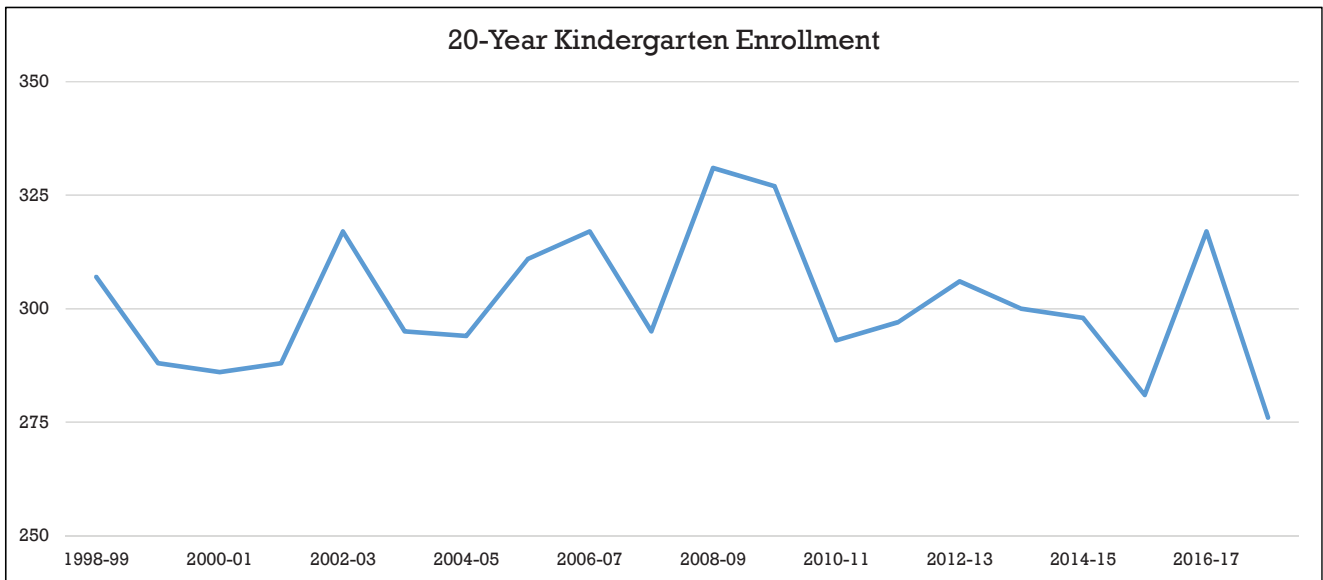


Figure 2. Kindergarten Enrollment: Over a 20-year period, enrollment in kindergarten has remained fairly stable. Aside from year-to-year fluctuations, the long-term trend has been one of stability. Long-term, enrollment has hovered around the 300 student mark.

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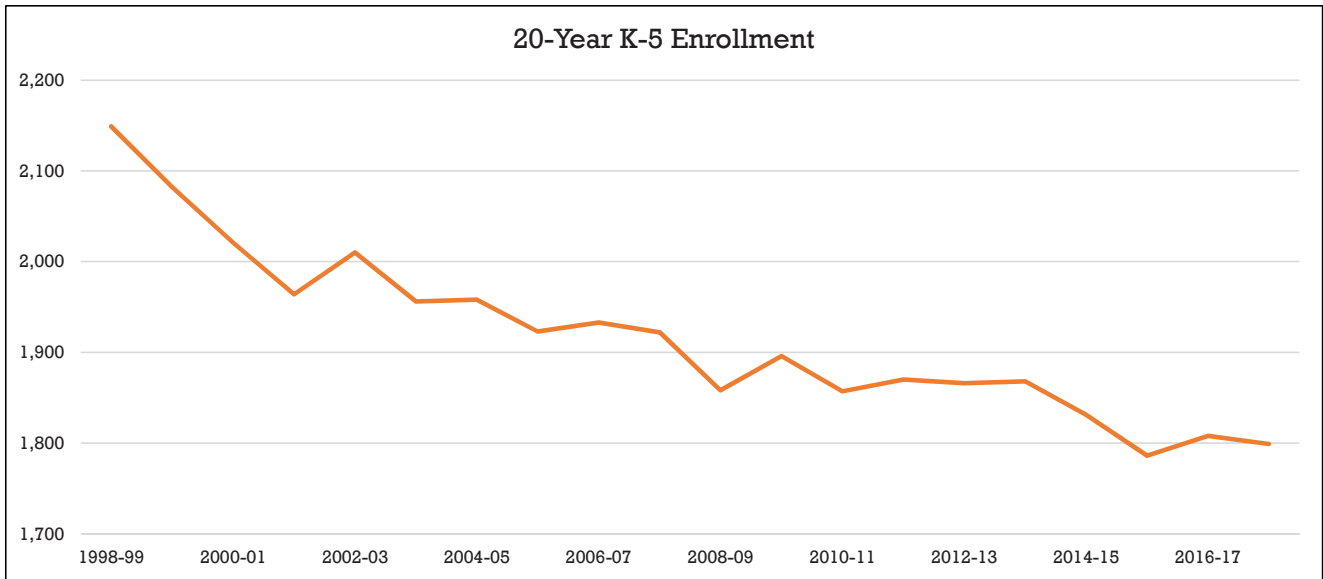


Figure 3. 20-Year K-5 Enrollment: Over the previous 20 years, enrollment has declined continuously. While declines have slowed in recent years, it is still possible that an enrollment basement has yet to be reached.

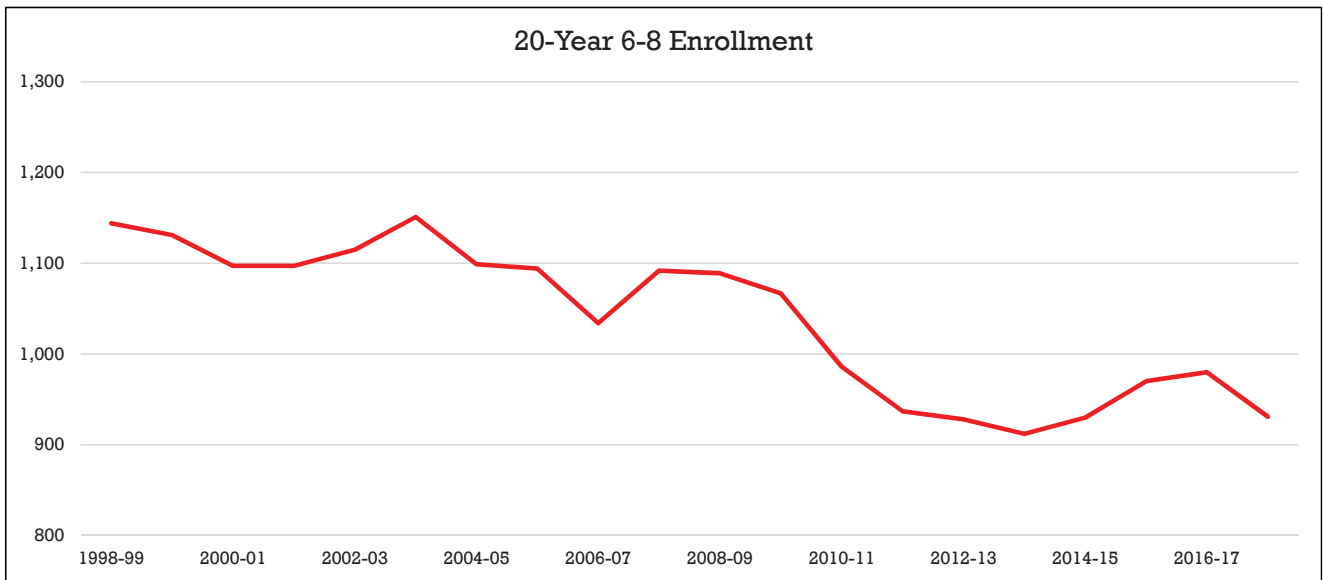


Figure 4. 20- Year 6-8 Enrollment: Recent years have seen a significant decline in enrollment for grades 6-8. While There was a slight rebound from 2014 through 2016, enrollment remains far below where it was at the beginning of the decade.

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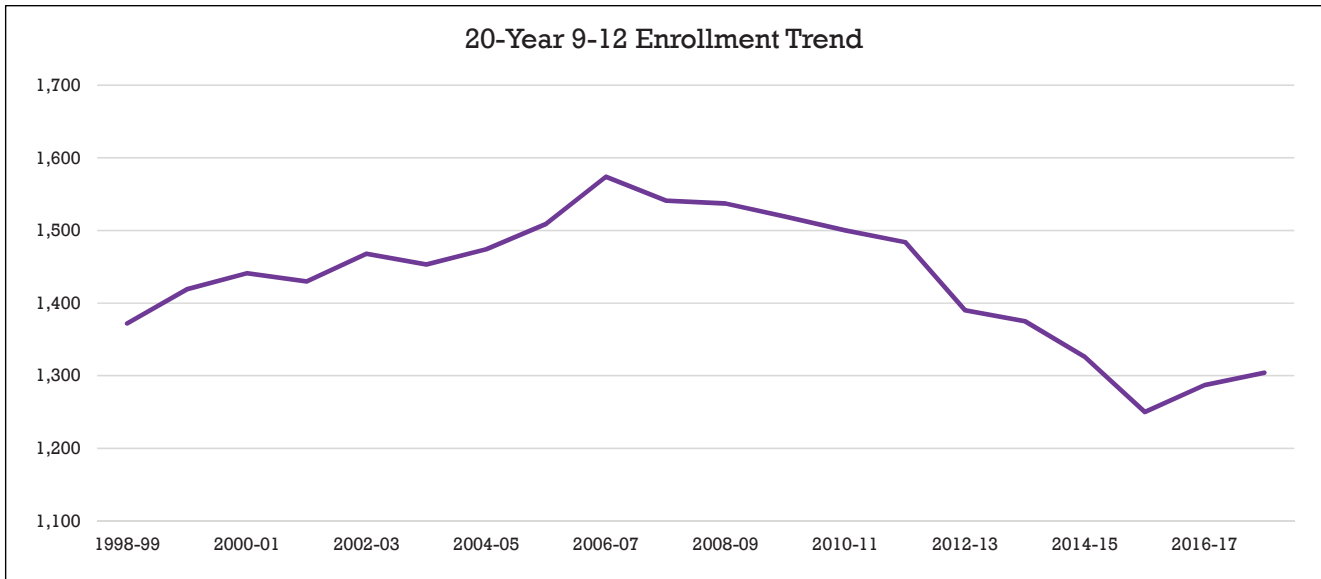


Figure 5. 20-Year 9-12 Enrollment: Since peaking, enrollment has declined considerably in grades 9-12. Declines gained considerable momentum after the 2011-12 school year. By 2015, enrollment had declined by more than 20% in just nine years. While there has been a slight reversal in the trend in recent years, enrollment remains far below the 2006 peak.

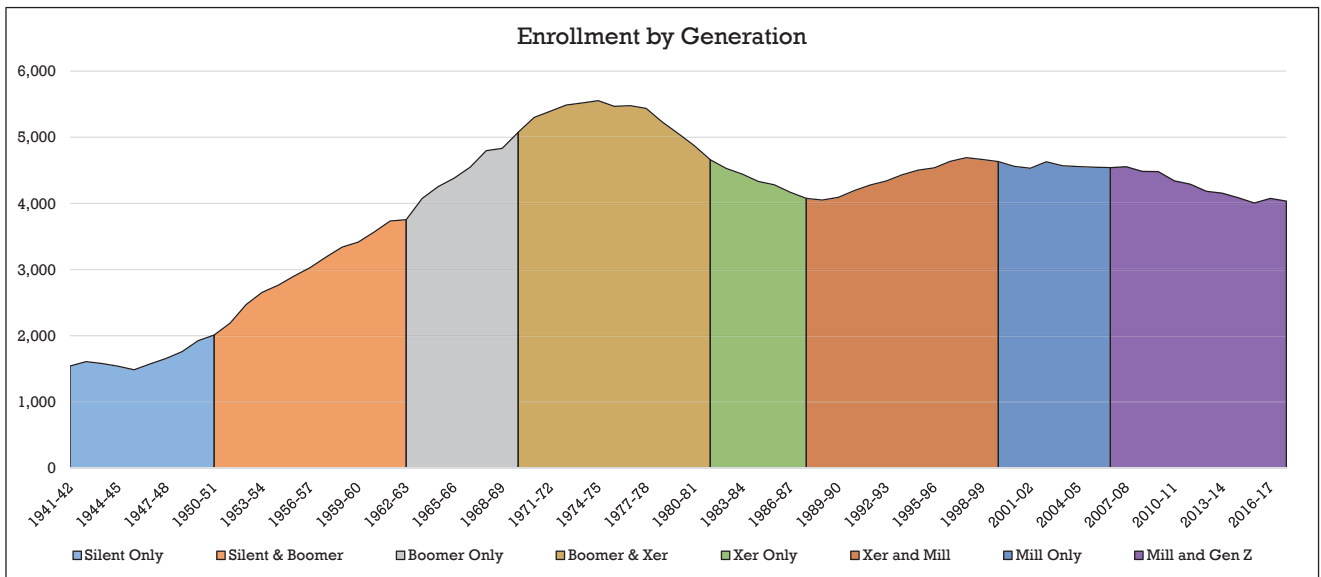


Figure 6. Enrollment by Generation: With each passing school year, the District's student body is comprised of more children from Generation Z and fewer Millennials. Generation Z is a smaller generation than the Millennials, resulting in downward pressure on enrollment as smaller classes of Generation Z replace larger outgoing classes of Millennials. By 2020 the last of the Millennials will have graduated from the District, leaving the student body entirely composed of Generation Z. Today, enrollment is at a similar lull like that of the late 1980s.

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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.

Year	Avg. Age of 1st Birth	General Fertility Rate
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
2015	26.4	1.84

Sources:

National Vital Statistics Report, Center for Disease Control and Prevention. Volumes 51 #1 & Volume 66 #1

Data for 1960 & 1965 from:

Between 1960 and 2012, the world average fertility rate halved to 2.5 births per woman. Suzuki, Emi. World Development Indicators; The World Bank

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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 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,

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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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Central School District**



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

According to BEDS data, total enrollment for the 2017-18 school year was 4,035 students, while CDRPC’s projections for the school year anticipated 4,051 students, a difference of only 16 students. This puts CDRPC’s projections within half a percentage point of actual enrollment.

Enrollment projections were extremely accurate across the board. Kindergarten, usually the most challenging to project, was off by just a single student. Projections for all grades were all within 5% of actual enrollment, and six were within 1%. Furthermore, projections by cohort were all within 1% of actual enrollment.

When looking at the grade-by-grade survival multipliers, it is clear why the projections were so accurate. The 2017-18 multipliers were all within the expected historical range.

School District Live Births

Births within the District declined after two consecutive years of growth. In 2015, there were 267 births within the District, within 5% of the long term average. In general, births within the District have remained fairly steady since 2002, avoiding any sharp spikes or valleys.

To complete the projections through the 2022-23 school year, the number of births for 2016 and 2017 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 275 births in 2016 and 2017.

Actual Enrollment vs Projected				
Grade	2017-18	Projected	Difference	Percent Difference
K	276	277	+01	+0.4%
1	329	317	-12	-3.8%
2	292	298	+06	+2.0%
3	291	292	+01	+0.3%
4	306	307	+01	+0.3%
5	305	312	+07	+2.2%
6	293	293	00	0.0%
7	307	305	-02	-0.7%
8	331	337	+06	+1.8%
9	355	360	+05	+1.4%
10	301	302	+01	+0.3%
11	321	310	-11	-3.5%
12	327	341	+14	+4.1%
Grade	2017-18	Projected	Difference	Percent Difference
K-5	1,799	1,803	+04	+0.2%
6-8	931	935	+04	+0.4%
9-12	1,304	1,313	+09	+0.7%
Special Ed	1	0	-01	N/A
Total	4,035	4,051	+16	+0.4%

Survival Multipliers				
Grade to Grade	2017-18	5-year	10-year	20-year
Birth to K	1.1174	1.1141	1.0917	N/A
K to 1st	1.0379	1.0053	1.0022	1.0417
1st to 2nd	0.9966	1.0182	1.0100	0.9863
2nd to 3rd	1.0034	0.9999	1.0000	1.0161
3rd to 4th	0.9903	0.9849	0.9889	1.0012
4th to 5th	0.9967	1.0177	1.0102	1.0192
5th to 6th	1.0000	0.9959	0.9967	0.9980
6th to 7th	1.0099	1.0010	1.0038	1.0148
7th to 8th	0.9851	0.9963	0.9998	0.9978
8th to 9th	1.0441	1.0523	1.0733	1.0881
9th to 10th	0.9773	0.9904	0.9624	0.9454
10th to 11th	0.9938	0.9702	0.9586	0.9418
11th to 12th	0.9675	1.0091	0.9956	0.9815

Buildings, Building Permits, & Existing Home Sales

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 style prevalent in American suburbs. These single family detached homes accounted for 69.3% of all of

School Enrollment Projections for East Greenbush Central School District



the housing units within the District. With the release of the 2012-16 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 12,632 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 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. Of the 354 units, 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. From 2011 to 2016, the Town of East Greenbush reported issuing a total of 102 permits, while the Town of Schodack reported issuing a total of 225 permits. While the economy has improved in many respects, new housing construction has remained limited in these two towns.

With new home construction failing to gain momentum, existing home sales may offer an alternative metric for measuring the housing market. In general, the market for existing homes has grown stronger in recent years. From 2014 to 2016 the total number of units sold increased from 338 to 414, the average days on market fell from 65 to 56, and the median sale price increased by more than \$10,000 to \$196,550. Through October 2017, there were substantial changes in the existing home market. Home sales were on pace to match those of 2016, but the average days on market declined to just 41 days, and the median sale price increased more than 14% to \$225,000. While the higher median sale price is good for sellers, it may dampen enthusiasm for buyers. If prices have really increased more than 20% in four years, first time home buyers may be forced to look elsewhere if they want to keep costs below the \$200,000 threshold.

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.

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.* Thirty-six twin homes (18 buildings) will be constructed within the Hampton Manor neighborhood. There is no clear time table for when construction will begin, but it could happen as soon as this year.
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 27 lots has received preliminary approval, but there is no estimated date for construction to begin.
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 296 total units. The process has been slow, and it is currently under review by the Town Board.
2. *Deer Pond.* This 60 unit single family subdivision is slated off of Elliot Road. It is under review by the Planning Board with no estimated date of construction.
3. *Witbeck.* This very large community of 54 single-family lots is slated for construction off Philips Road. It has received pre-construction approval and if it receives final approval should begin construction in 2018.
4. *Town Center.* Located at roughly 580 Columbia Turnpike, this mixed use development will include 300 multi-family units. The Planning Board is currently reviewing the application.

School Enrollment Projections for East Greenbush Central School District



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. Of the 61 units, 34 have been sold or are under contract.
3. *Haywood Lanes*. This development is slated for Snyders Lake Road and will consist of 73 single family homes. Homes are now under construction, with 55 sold and/or under construction.
4. *Van Allen Apartments*. This apartment complex is located at Washington Ave and California Avenue. Phase 1 of construction has been completed and 116 apartments are now available. The remaining 108 apartments are expected to be completed within the next two years.

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. For now, CDRPC has decided

School Enrollment Projections for East Greenbush
Central School District



not to use a demographic multiplier, but will continue to monitor the situation in case a new approach is required.

School Enrollment Projections

Table 7 provides the district-wide projections through the 2022-23 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 2022-23 school year is expected to fluctuate very little. By 2022-23, the District's total enrollment is projected to be 3,978, just 56 (1.4%) fewer students than 2017-18.
- Through the 2022-22 school year, enrollment in kindergarten is projected to continue along its very stable course. After a couple years of spikes and contractions to enrollment, kindergarten is projected to stabilize with around 300 students a year.
- Enrollment in grades K-5 is projected to increase slightly throughout the projection period. Enrollment is projected to peak in 2021-22 with 58 (3.2%) additional students over 2017-18, before retreating slightly in 2022-23 to 33 (1.8%) more students.
- Over the next five years, enrollment in grades 6-8 are projected to remain very stable. While there will be a slight decrease in enrollment from 2017-18, the year-to-year change in enrollment is projected to be minimum. By 2022-23, enrollment is projected to be on par with 2017-18.
- Projections for grades 9-12 have been modified slightly. The new projections anticipate that enrollment for the cohort is reaching a short term crest and will begin to decline beginning in 2018-19. By 2022-23, enrollment is projected to fall by 81 (6.2%) students from 2017-18.
- This year's and last year's projections anticipate a very similar trend in total enrollment. While the 2016 projections anticipated a slight uptick in enrollment in 2020-21, both sets of projections anticipated very stable enrollment through-out the five year period.

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

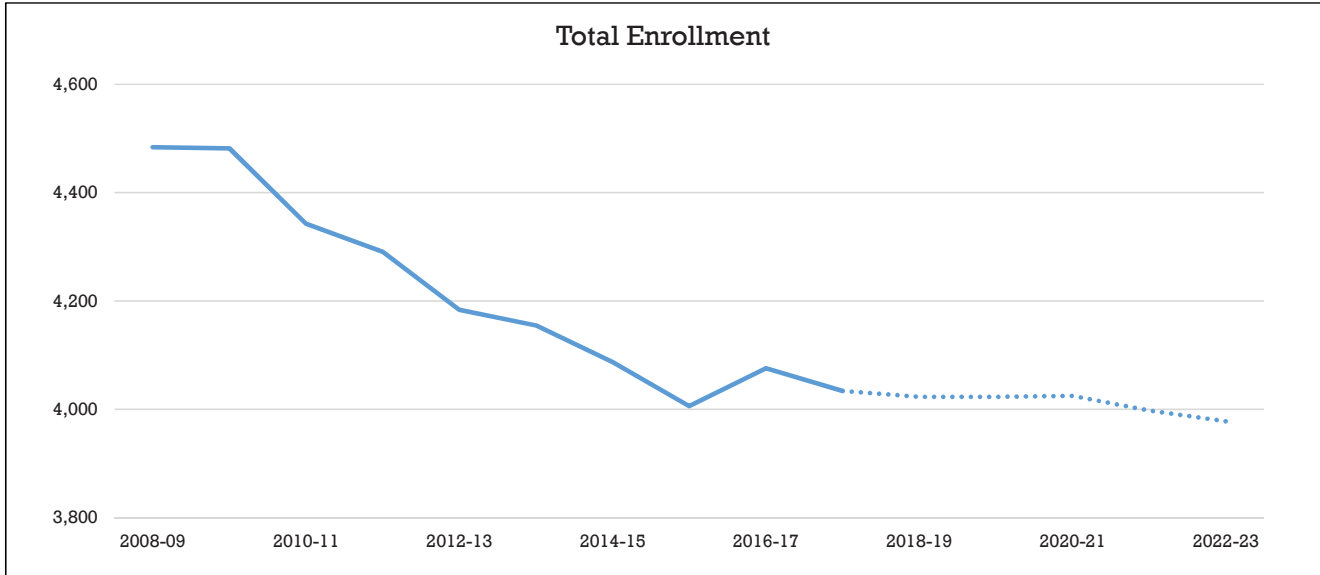


Figure 7. Total Enrollment Projections: Enrollment is projected to remain stable for the next three years, before falling below 4,000 students in 2021-22.

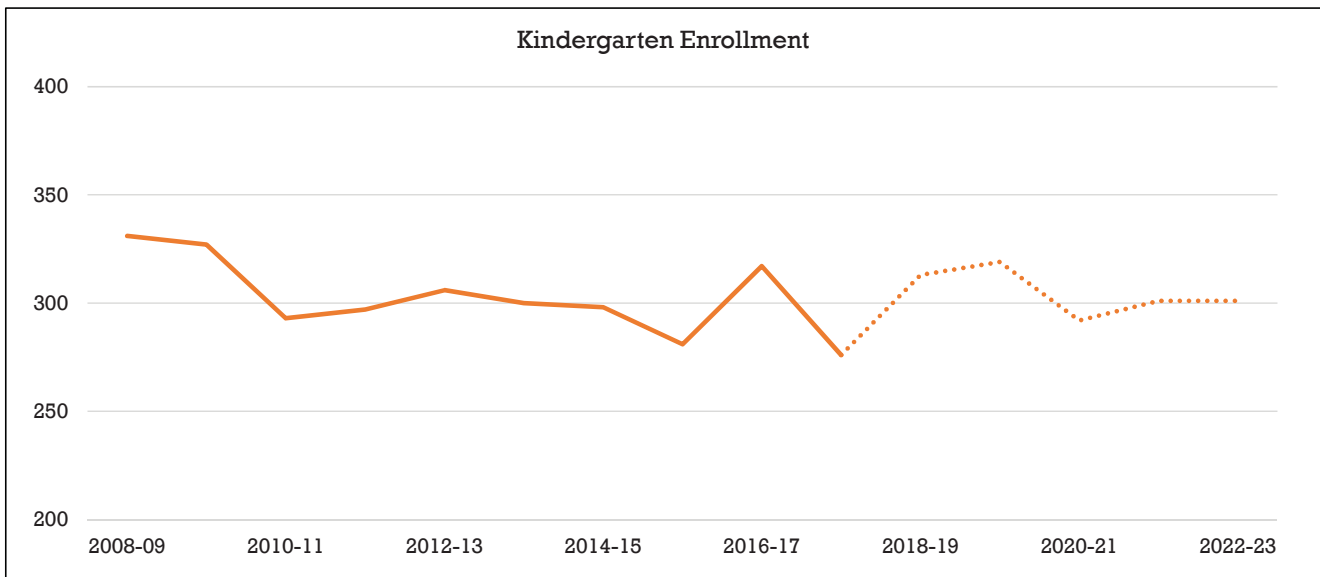


Figure 8. Kindergarten Enrollment Projections: Enrollment in kindergarten is projected to remain stable as well. After a decline in 2017-18, enrollment is projected increase to over 300 before settling in with around 300 students.

School Enrollment Projections for East Greenbush Central School District

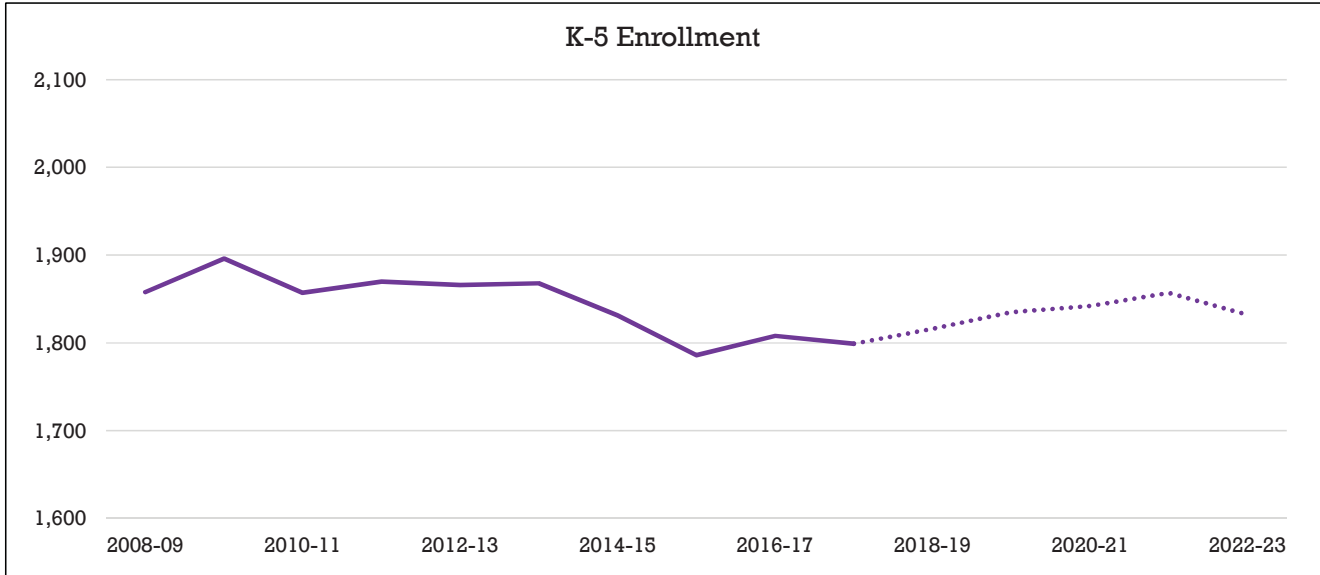


Figure 9. K-5 Enrollment Projections: K-5 enrollment is projected to increase slightly through 2021-22. Projections indicate that over a 15 year period, enrollment is not expected to vary by much.

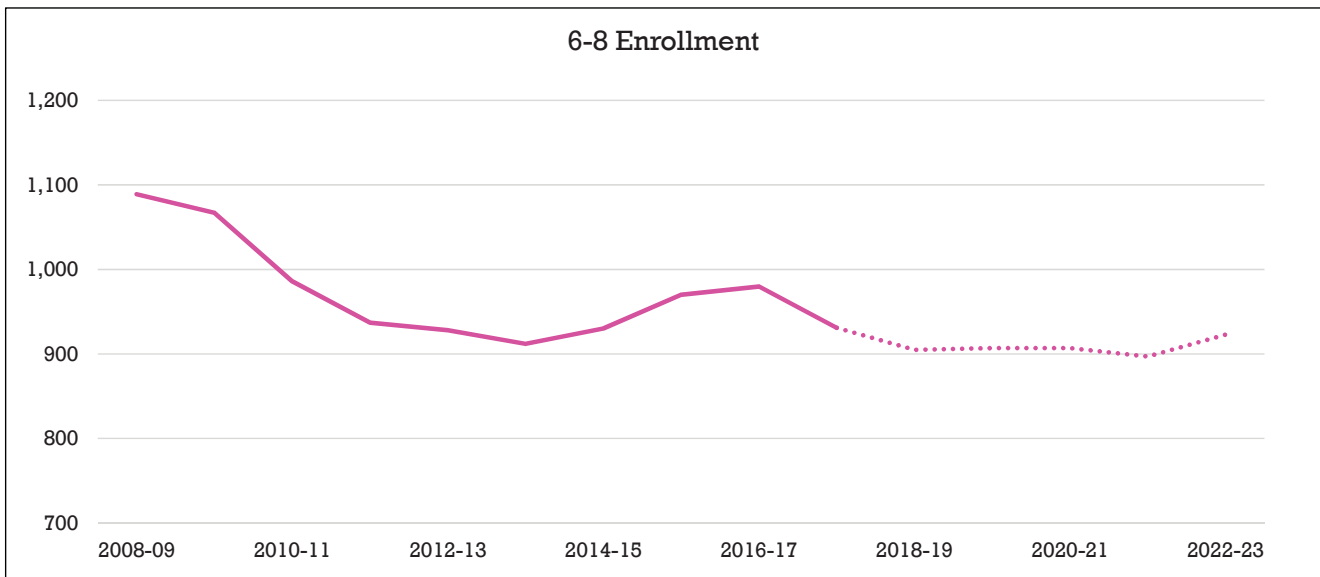


Figure 10. 6-8 Enrollment Projections: From the 2019-20 through 2021-22 school years, enrollment in grades 6-8 is projected to remain virtually unchanged. For those three years, the average year-to-year change is projected to be in the single digits.

School Enrollment Projections for East Greenbush Central School District

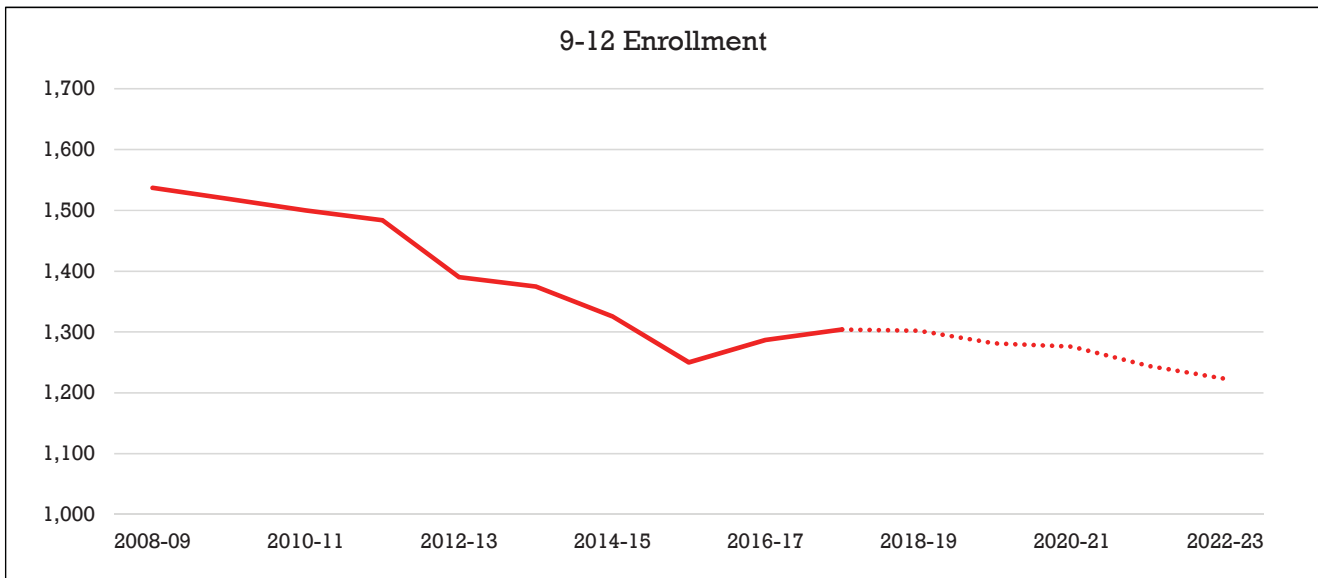
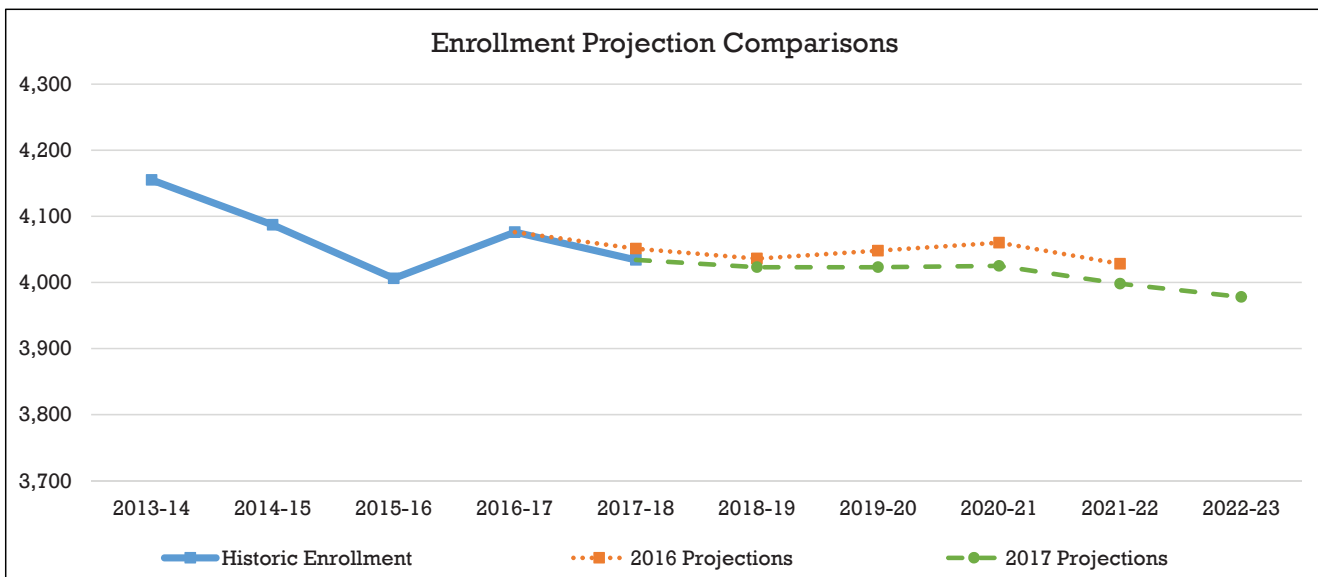


Figure 11. 9-12 Enrollment Projections: Enrollment is projected to plateau and then decline through 2022-23. Enrollment in 2022-23 is projected to decline by 81 (6.2%) from 2017-18's levels.



Projection Comparison: Both the 2016 projections, and the new 2017 projections indicate very similar trends. Enrollment is projected to remain fairly stable over the next handful of years before a slight downturn in 2021-22.



Tables

School Enrollment Projections for East Greenbush Central School District



TABLE 1
East Greenbush Central School District
Historical School Enrollment : 1998-1999 to 2017-2018

	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	2017-18
K	307	288	286	288	317	295	294	311	317	295	331	327	293	297	306	300	298	281	317	276
1	399	365	339	303	313	331	300	306	310	318	291	325	328	305	292	313	284	291	293	329
2	325	353	312	326	311	331	332	298	301	311	310	302	330	326	301	299	314	304	290	292
3	379	328	369	331	335	318	355	331	299	322	306	314	292	338	330	293	298	317	309	291
4	364	374	337	370	334	355	318	354	337	314	310	308	310	297	335	324	297	290	306	306
5	375	374	378	346	400	326	359	323	369	362	310	320	304	307	302	339	340	303	293	305
6	358	375	351	374	356	393	329	363	330	379	362	317	314	309	297	301	335	337	304	293
7	374	374	377	352	393	378	396	336	379	332	386	360	315	317	314	294	299	340	336	307
8	412	382	369	371	366	380	374	395	325	381	341	390	357	311	317	317	296	293	340	331
9	358	426	392	390	430	429	413	417	457	378	423	380	416	395	334	338	338	306	308	355
10	375	343	396	365	368	378	394	380	385	426	355	404	359	378	365	312	340	331	323	301
11	324	346	327	367	316	335	344	368	367	372	400	339	378	347	355	356	297	309	338	321
12	315	304	326	308	354	311	323	344	365	365	359	396	347	364	336	369	351	304	318	327
Ungraded	0	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	1	0
Total	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	4,034

Source: NYS Dept. of Education BEDS Data

School Enrollment Projections for East Greenbush Central School District



TABLE 2
East Greenbush Central School District
Aggregate School Enrollment : 1998-1999 to 2017-2018

	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	2017-18
K-5	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	1,799
6-8	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	931
9 - 12	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	1,304
Ungraded	0	0	0	41	36	10	26	22	0	0	0	0	0	0	0	0	0	0	0	0
Total	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	4,034

Source: NYS Dept. of Education BEDS Data

**School Enrollment Projections for East Greenbush
Central School District**



**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	276	1.1174
2013	286	2018-19	<i>313</i>	<i>1.0937</i>
2014	292	2019-20	<i>319</i>	<i>1.0937</i>
2015	267	2020-21	292	<i>1.0937</i>
2016	<i>275</i>	2021-22	<i>301</i>	<i>1.0937</i>
2017	<i>275</i>	2022-23	<i>301</i>	<i>1.0937</i>

Projections in italics

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

**School Enrollment Projections for East Greenbush
Central School District**



**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
2012-16	8,784	776	400	301	2,117	254	0	12,632

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 & 2012-16 American Community Survey B25024 accessed through American Fact Finder

**School Enrollment Projections for East Greenbush
Central School District**



**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
2016	15	—	—	—	15

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
2016	15	—	8	34	57

**School Enrollment Projections for East Greenbush
Central School District**



**Table 6
Existing Home Sales**

	# of units sold	Median Sale Price	Average DOM
2014	338	\$185,255	65
2015	321	\$199,000	62
2016	414	\$196,550	56
2017*	346	\$225,000	41

*Data is through October 2017

**School Enrollment Projections for East Greenbush
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**TABLE 7
East Greenbush Central School District
Enrollment Projections : 2018-2019 to 2022-2023**

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	276	313	319	292	301	301
1	329	279	316	322	295	304
2	292	332	282	319	325	298
3	291	292	332	282	319	325
4	306	291	292	332	282	319
5	305	309	294	295	335	285
6	293	304	308	293	294	334
7	307	294	305	309	294	295
8	331	307	294	305	309	294
9	355	348	323	309	321	325
10	301	342	335	311	297	309
11	321	292	332	325	302	288
12	327	320	291	331	324	301
Special Ed	0	0	0	0	0	0
Total	4,034	4,023	4,023	4,025	3,998	3,978

Aggregate Enrollment Projections : 2018-2019 to 2022-2023						
Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K-5	1,799	1,816	1,835	1,842	1,857	1,832
6-8	931	905	907	907	897	923
9-12	1,304	1,302	1,281	1,276	1,244	1,223
Special Ed	0	0	0	0	0	0
Total	4,034	4,023	4,023	4,025	3,998	3,978

2017-18 Represents Actual Fall Enrollment

**School Enrollment Projections for East Greenbush
Central School District**



School Enrollment Projections for East Greenbush
Central School District



**School Enrollment Projections for East Greenbush
Central School District**



Capital District Regional Planning Commission

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