

2012

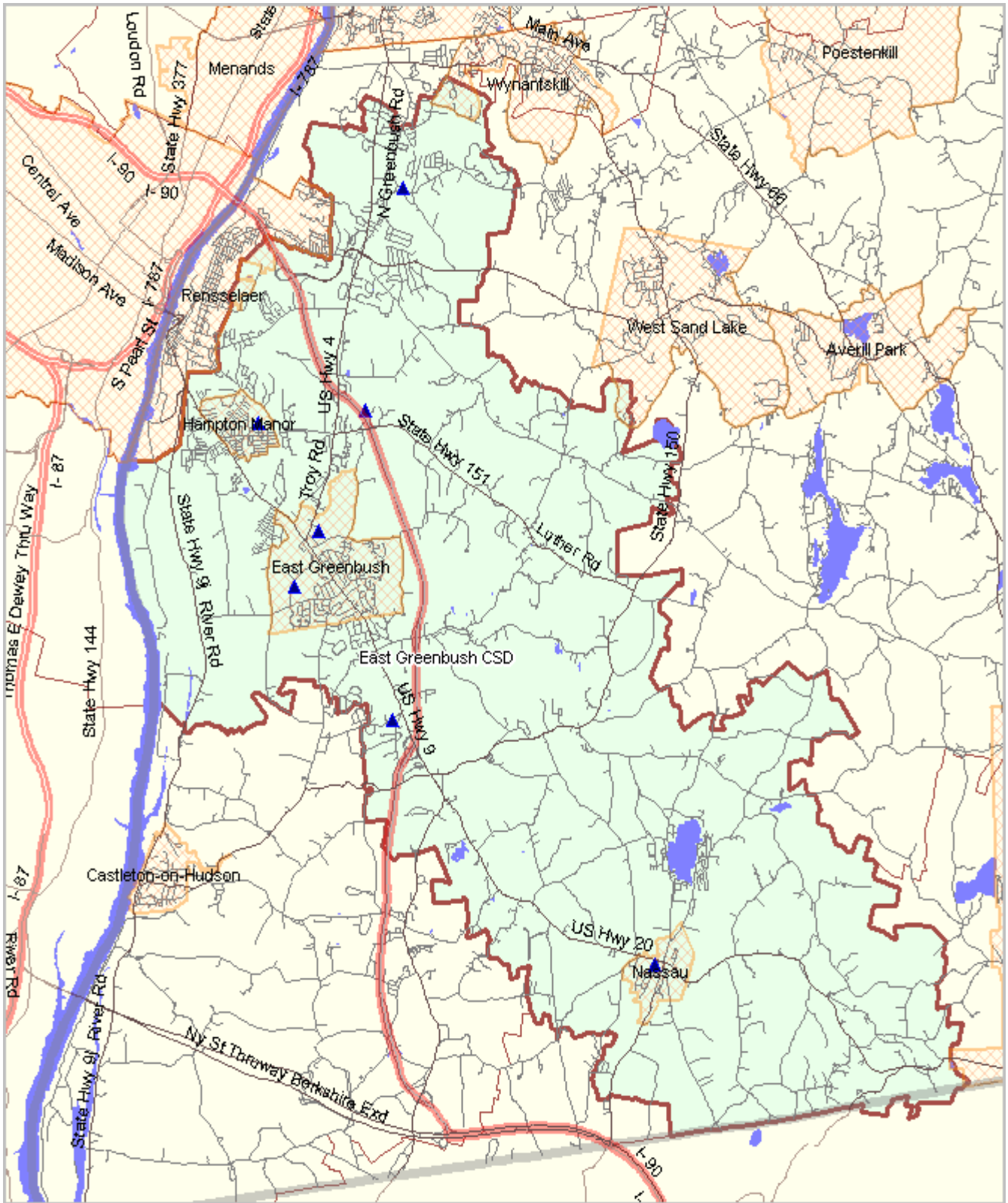
FEBRUARY

**DEMOGRAPHIC/
ENROLLMENT
PROJECTION
CALCULATIONS
UPDATE**

**K-12 SCHOOL
BUILDING CAPACITY
STUDY UPDATE**

*for the
East Greenbush
Central School District
East Greenbush, New York*

*“Custom tools and research to aid a school district in defining a vision and
decision options for serving students in the future.”*



“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

TABLE OF CONTENTS

Findings of the School Building Pupil Capacity Analysis	1
Findings of the Enrollment Projection Calculations Update Study	9
Federal Census Demographic Data	10
PUPIL CAPACITY DATA:	
School Buildings Pupil Capacity Analysis Update Study	13
Definition of Terms	13
Calculation of Capacity and Building Aid Units for Elementary Schools	14
Calculation of Capacity and Building Aid Units for Special Education	15
Calculation of Capacity and Building Aid Units for Secondary Schools	15
East Greenbush CSD Guidelines Governing Class Size	17
Pupil Capacity Analysis: Sutherland Elementary	18
Green Meadow Elementary	21
Citizen Genet Elementary	24
Red Mill Elementary	27
Bell Top Elementary	30
Goff Middle School District	33
Columbia High School	37
ENROLLMENT DATA:	
Purpose and Use of the Enrollment Projection Calculations Study	41
Variables that Influence Future School District Enrollments	41
Methodology to Project Baseline Enrollment Forecasts	41
Application of the Baseline Cohort Survival Statistic	42
Limitations of the Study	42
Historical Perspective of Annual Enrollments	42
District Enrollment Area and District Live Births	40
District Kindergarten Enrollments and District Live Births	51
Kindergarten Enrollment Forecasts	54
Historical Pattern of Kindergarten Registration in the Spring	55
Baseline K-12 Enrollment Projections	59
District Enrollment and Home-School/Non-Public Enrollment	60
Enrolled Tuition Students	61
District Enrollment and Dropout Rates/Noncompletion Rates	62
Potential Housing Developments	64
Analysis of the Potential Impact of the Housing Market on Enrollments	67
Summary of K-12 Enrollment Projection Data Calculations	68
Cautions Concerning Enrollment Projection Estimates	71
Appendix: Tables and Charts Illustrating the Enrollment Projection Estimates	73

“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”

**Copyright 2012
As to Original Text, Format, and Methodology.
All Rights Reserved.**

**Authorized for the exclusive internal use for planning by the
East Greenbush Central School District and its stakeholders.**

Dr. Paul M. Seversky
3487 Nelson Place East
Canastota, New York 13032

*“Custom tools and research to aid a school district in defining a vision and
decision options for serving students in the future.”*

FINDINGS

FINDINGS OF THE SCHOOL BUILDING PUPIL CAPACITY ANALYSIS FOR THE 2011-2012 SCHOOL YEAR

A series of **Tables** follow. **Table One** charts the 2011-2012 year enrollment of each school building; the operating capacity of the building based on how space in each school is deployed by each principal and reflective of the class size goals of the district respective to the current school year; and the *functional* pupil capacity of each building taking into account a 10% flexibility factor in delivering the program. **Table One** also compares current enrollment to current pupil capacity of each school building to determine to what percentage level each building is over or under its pupil capacity in delivering the program for 2011-2012. **Table Two** provides a comparison of class section enrollments at each of the elementary schools with the district-wide class size operating goals for grades K-5. *Section One of the Data* of the study describes the detailed pupil capacity analysis of each East Greenbush school building and the methodology that guided the analysis.

TABLE ONE:

Grades K-5	October 2011 Enrollment	Pupil Capacity Based on District Class Size Goals	Enrollment Compared to Pupil Capacity Based on District Class Size Goals	<i>Functional Pupil Capacity Based on District Class Size Goals and a 10% Unassigned Pupil Capacity Flexibility Factor</i>	Enrollment Compared to <i>Functional Pupil Capacity</i>
Sutherland	322	382	Under by 60 pupils or 15.7%	344	Under by 22 pupils or 6.4%
Green Meadow	439	512	Under by 73 pupils or 14.3%	461	Under by 22 pupils or 4.8%
Citizen Genet	408	443	Under by 35 pupils or 7.9%	399	Over by 9 pupils or 2.3%
Red Mill	408	454	Under by 46 pupils or 10.1%	409	Under by 1 pupils or .2%
Bell Top	293	346	Under by 53 pupils or 15.3%	312	Under by 32 pupils or 9.6%
TOAL K-5	1870	2137	Under available operating pupil capacity by 267 pupils or 14.3%.	1925	Under available <i>functional</i> pupil capacity by 55 pupils or 2.9%

FINDINGS

Grades 6-8	October 2011 Enrollment	Pupil Capacity Based on District Class Size Goals	Enrollment Compared to Pupil Capacity Based on District Class Size Goals	<i>Functional Pupil Capacity Based on District Class Size Goals and a 10% Unassigned Pupil Capacity Flexibility Factor</i>	Enrollment Compared to <i>Functional</i> Pupil Capacity
Goff Middle School	937	1048	Under available operating pupil capacity by 111 pupils or 10.6%.	944	Under available <i>functional</i> pupil capacity by 7 pupils or .7%
Grades 9-12	October 2011 Enrollment	Pupil Capacity Based on District Class Size Goals	Enrollment Compared to Pupil Capacity Based on District Class Size Goals	<i>Functional Pupil Capacity Based on District Class Size Goals and a 10% Unassigned Pupil Capacity Flexibility Factor</i>	Enrollment Compared to <i>Functional</i> Pupil Capacity
Columbia High School	1484	1616	Under available operating pupil capacity by 132 pupils or 8.2%.	1455	Over available <i>functional</i> pupil capacity by 29 pupils or 2%
TOAL K-12	4291	4801	Under available capacity by 510 pupils or 10.6%.	4324	Under available <i>functional</i> pupil capacity by 33 pupils or .8%

OBSERVATIONS NOTED IN 2010-2011	OBSERVATIONS 2011-2012
<p>✓ The K-5 school buildings in total are currently at 94.4% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The elementary schools are currently at 85.1% of operating capacity benchmarked to the class size goals of the district.</p>	<p>✓ The K-5 school buildings in total are currently at 97.1% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The elementary schools are currently at 85.7% of operating capacity benchmarked to the class size goals of the district.</p>
<p>✓ The 6-8 Middle School is currently at 97% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The Middle School is currently at 87.3% of operating capacity benchmarked to the class size goals of the district.</p>	<p>✓ The 6-8 Middle School is currently at 99.3% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The Middle School is currently at 89.4% of operating capacity benchmarked to the class size goals of the district.</p>
<p>✓ The 9-12 High School is currently at 103.1% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The High School is currently at 92.8% of operating capacity benchmarked to the class size goals of the district.</p>	<p>✓ The 9-12 High School is currently at 102% of functional operating capacity which includes a 10% unassigned pupil capacity for flexibility of delivering the program. The High School is currently at 91.8% of operating capacity benchmarked to the class size goals of the district .</p>

FINDINGS

OBSERVATIONS NOTED IN 2010-2011	OBSERVATIONS 2011-2012
✓ In the 2010-2011 school year, 87 classrooms were deployed to serve kindergarten through grade 5 class sections.	✓ In the 2011-2012 school year, 82 classrooms are deployed to serve kindergarten through grade 5 class sections.
✓ In the 2010-2011 school year, 7 classrooms were deployed to serve self-contained programs for special needs pupils in grades kindergarten through 5.	✓ In the 2011-2012 school year, 6 classrooms are deployed to serve self-contained programs for special needs pupils in grades kindergarten through 5.
	✓ In the 2011-2012 school year, there are 5 additional classroom spaces deployed for instructional support purposes plus 1 is 'vacant'. There are six fewer classrooms that generate pupil capacity in grades K-5 facilities.
✓ In the 2010-2011 school year, the BOCES rented 8 classrooms to serve special needs pupils from the region at the East Greenbush elementary schools.	✓ In the 2011-2012 school year, the BOCES rents 8 classrooms to serve special needs pupils from the region at the East Greenbush elementary schools.

TABLE TWO

The chart that follows lists the grade level class section sizes at each of the elementary schools. Also listed is the range in grade level class section sizes and the average grade level class section size at each school.

2011-2012 SCHOOL YEAR ELEMENTARY GRADE LEVEL CLASS SECTION ENROLLMENTS AS OF OCTOBER 1, 2011

GRADE LEVEL	SUTHERLAND	GREEN MEADOW	CITIZEN GENET	RED MILL	BELL TOP
KINDERGARTEN Class size goal: 23	21	20	23	21	18
	19	22	22	22	19
		21	22	22	
K Range	19-21	20-22	22-23	21-22	18-19
K Average	20	21	22.3	21.6	18.5
GRADE 1 Class size goal: 25	17	20	23	21	19
	21	21	23	21	19
	23	20	22	22	
GRADE 1 Range	17-23	20-21	22-23	21-22	19
GRADE 1 Average	20.3	20.3	22.6	21.3	19
GRADE 2 Class size goal: 25	21	23	21	26	22
	18	23	22	26	22
	23	24	21	25	
GRADE 2 Range	18-23	23-24	21-22	25-26	22
GRADE 2 Average	20.6	23.3	21.3	25.6	22

FINDINGS

GRADE 3 Class size goal: 25	23	25	25	23	23
	23	26	25	24	22
		27	24	25	21
GRADE 3 Range	23	25-27	24-25	23-25	21-23
GRADE 3 Average	23	26	24.6	24	22
GRADE 4 Class size goal: 25	21	20	25	22	22
	19	19	24	22	18
		21	23		22
		19			
GRADE 4 Range	19-21	19-21	23-25	22	18-22
GRADE 4 Average	20	19.8	24	22	20.6
GRADE 5 Class size goal: 25	19	24	22	25	23
	22	23	19	24	23
	23	24		25	
GRADE 5 Range	19-23	23-24	19-22	24-25	23
GRADE 5 Average	21.3	23.6	20.5	24.6	23

OBSERVATIONS NOTED IN 2010-2011	OBSERVATIONS 2011-2012
✓ In 2010-2011 there were 87 class sections serving grades K-5 pupils.	✓ In 2011-2012 there are 82 class sections serving grades K-5 pupils.
✓ Seven class sections were at the class size goal of the district for the respective grade level.	✓ Nine class sections are at the class size goal of the district for the respective grade level.
✓ The enrollments of four class sections were above the class size goal of the district for the respective grade level.	✓ The enrollments of four class sections are above the class size goal of the district for the respective grade level.
✓ Seventy-six out of the eighty-seven grades K-5 class sections had enrollments below the class size goals set by the district.	✓ Sixty-nine out of the eighty-two grades K-5 class sections have enrollments below the class size goals set by the district.
	✓ There 5 fewer grade level sections in 2011-2012 compared to 2010-2011 based on the grade level configurations of the buildings. As with 2010-2011, there are only 4 class sections throughout K-5 district-wide where the class sizes exceed the class size goals for that grade level.

The chart below rank orders the grade level class average data building-by-building for the school year 2011-2012 and for last year, 2010-2011. Also, the chart includes the on-average utilization of instructional staff skill sets by grade level by elementary school building for both school years.

FINDINGS

GRADE LEVEL	2010-2011 SCHOOL YEAR			2011-2012 SCHOOL YEAR		
	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE LOWEST TO HIGHEST TO 2010-2011 School Year	On Average Utilization of Instructional Staff Skill sets Benchmarked to District Class Size Goal for the Grade Level (average grade level class size at a school divided by the district class size goal for the grade level)	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE LOWEST TO HIGHEST TO 2011-2012 School Year	On Average Utilization of Instructional Staff Skill sets Benchmarked to District Class Size Goal for the Grade Level (average grade level class size at a school divided by the district class size goal for the grade level)
Kindergarten	SUTHERLAND	19	82.6%	BELLTOP	18.5	80.43%
	RED MILL	19.6	85.2%	SUTHERLAND	20	86.96%
	GENET	21	91.3%	GREEN MEADOW	21	91.30%
	BELL TOP	21	91.3%	RED MILL	21.6	93.91%
	GREEN MEADOW	21.6	93.9%	GENET	22.3	96.96%
<i>Kindergarten Equity Gap: up to 2.6 PUPILS</i>						
One	GREEN MEADOW	16.7	66.8%	BELLTOP	19	76.00%
	SUTHERLAND	18.3	73.2%	SUTHERLAND		
	BELL TOP	19	76%	GREEN MEADOW	20.3	81.20%
	GENET	23.3	93.2%	RED MILL	21.3	85.20%
	RED MILL	23.6	94.4%	GENET	22.6	90.40%
<i>Grade One Equity Gap: up to 6.9 PUPILS</i>						
Two	BELL TOP	17.3	69.2%	SUTHERLAND	20.6	82.40%
	GREEN MEADOW	18	72%	GENET	21.3	85.20%
	RED MILL	21	84%	BELLTOP	22	88.00%
	SUTHERLAND	21.3	85.2%	GREEN MEADOW	23.3	93.20%
	GENET	25.3	101.2%	RED MILL	25.6	102.40%
<i>Grade Two Equity Gap: up to 8 PUPILS</i>						
Three	GREEN MEADOW	19	76%	BELLTOP	22	97.00%
	BELL TOP	20.3	81.2%	SUTHERLAND	23	98.00%
	SUTHERLAND	21	84%	RED MILL	24	99.00%
	RED MILL	21.3	85.2%	GENET	24.6	99.60%
	GENET	22	88%	GREEN MEADOW	26	101.00%
<i>Grade Three Equity Gap: up to 3 PUPILS</i>						

FINDINGS

GRADE LEVEL	2010-2011 SCHOOL YEAR		2011-2012 SCHOOL YEAR			
	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE LOWEST TO HIGHEST 2010-2011 School Year	On Average Utilization of Instructional Staff Skill sets Benchmarked to District Class Size Goal for the Grade Level (average grade level class size at a school divided by the district class size goal for the grade level)	SCHOOL	AVERAGE GRADE LEVEL SECTION SIZE LOWEST TO HIGHEST 2011-2012 School Year	On Average Utilization of Instructional Staff Skill sets Benchmarked to District Class Size Goal for the Grade Level (average grade level class size at a school divided by the district class size goal for the grade level)
Four <i>District class size goal: 25</i>	RED MILL	20	80%	GREEN MEADOW	19.8	88.00%
	GREEN MEADOW	23.6	94.5%	SUTHERLAND	20	92.00%
	GENET	24	96%	BELL TOP	20.6	96.00%
	BELL TOP	25	100%	RED MILL	22	98.40%
	SUTHERLAND	26.5	106%	GENET	24	104.00%
<i>Grade Four Equity Gap: up to 6.5 PUPILS</i>						
Five <i>District class size goal: 25</i>	SUTHERLAND	18	72%	GENET	20.5	79.20%
	BELL TOP	19	76%	SUTHERLAND	21.3	80.00%
	RED MILL	20	80%	BELL TOP	23	82.40%
	GREEN MEADOW	22	88%	GREEN MEADOW	23.6	88.00%
	GENET	25	100%	RED MILL	24.6	96.00%
<i>Grade Five Equity Gap: up to 7 PUPILS</i>						

FINDINGS

OBSERVATIONS NOTED IN 2010-2011	OBSERVATIONS 2011-2012
<p>✓ In 2010-2011, the equity gaps between the lowest and highest grade level section class sizes among the five elementary buildings for grades kindergarten through grade five ranged from 2.6 pupils to 8 pupils.</p>	<p>✓ In 2011-2012, the equity gaps between the lowest and highest grade level section class sizes among the five elementary buildings for grades kindergarten through grade five range from 3.6 pupils to 5 pupils. The equity gap in class section sizes among the five elementary buildings is smaller in 2011-2012 compared to 2010-2011.</p>
<p>✓ The largest equity gap between the average sizes of the grade level class sections in one building compared to another was at grade two. Bell Top had a grade two class section average of 17.3 and Genet has a grade two class section average of 25.3; a difference of eight pupils.</p>	<p>✓ The largest equity gap between the average sizes of the grade level class sections in one building compared to another is at grade two. Sutherland has a grade two class section average of 20.6 and Red Mill has a grade two class section average of 25.6; a difference of five pupils.</p>
<p>✓ Combined grade level classes can help decrease the equity gap in average class sizes among the elementary schools. The pedagogy can provide learning opportunities for various pupils and at the same time help ensure that there is full use of instructional staff talent as benchmarked to the class size goals of the district.</p> <p>The multi-age instructional delivery technique uses a flexible age and curricular approach to instruction. Students within an age range of usually a two year span are grouped together into classroom sections. The focus of curriculum delivery in a multi-age classroom is using varied learning opportunities such as learning centers that emphasize a ‘shared learning’ experience with other students and the teacher. The multi-age delivery method can help students more readily learn at their own pace with recognition of the varied learning styles of individual students. Recent research has shown that there are benefits to a wide range of learners in this type of instructional model.</p> <p>In addition to the potential for providing options for instruction of students, the multi-age model also can better handle fluctuations in student enrollment. In a traditional class section model, a drop in students at one level can cause one classroom to end up with higher enrollment while another may have quite lower enrollment. With a multi-age model, student numbers that go up or down can more readily be absorbed without negatively impacting class size equity. The option may be a tool to ensure class size equity among the elementary buildings of the district when the elementary enrollments in the separate attendance zones become out of balance by age/grade level of pupils. It is important to note that the multi-age delivery model is ‘not just a numbers strategy’. It can be a successful pedagogy to deliver instruction. It does require time for careful planning and extended professional development and sharing by the instructional staff.</p>	
<p>✓ In 2010-2011, there were three class sections in the five elementary schools that implemented a multi-age model to deliver instruction</p>	<p>✓ In 2011-2012, there were six class sections in the five elementary schools that implemented a multi-age model to deliver instruction.</p>

FINDINGS

OBSERVATIONS NOTED IN 2010-2011	OBSERVATIONS 2011-2012
	<ul style="list-style-type: none"> ✓ The district has noticeably reduced the class section equity gap among grade level sections among the five elementary schools in 2011-2012 and still adhered significantly to the class size delivery goals of the district.
<ul style="list-style-type: none"> ✓ A by-product of the range of average grade level class sizes among the five elementary buildings is the on-average utilization of instructional staff skill sets. The premise, for example, is that if the local class size guideline is 25 for a particular grade level, then the intrinsic value of what a 100% of an FTE of an instructional skill set should provide is service to 25 children of that grade level. 	
<ul style="list-style-type: none"> ✓ In 2010-2011, the on average utilizations of instructional staff skill sets were: 60% range: at two of the grade levels among the five buildings 70% range: at six of the grade levels among the five buildings 80% range: at eleven of the grade levels among the five buildings 90% range: at seven of the grade levels among the five buildings 100% or over : at four of the grade levels among the five buildings 	<ul style="list-style-type: none"> ✓ In 2011-2012, the on average utilizations of instructional staff skill sets were: 60% range: none 70% range: at two of the grade levels among the five buildings 80% range: at twelve of the grade levels among the five buildings 90% range: at thirteen of the grade levels among the five buildings 100% or over : at three of the grade levels among the five buildings
	<ul style="list-style-type: none"> ✓ The district has noticeably increased the utilization of instructional skill sets among the five elementary schools in 2011-2012 and still adhered significantly to the class size delivery goals of the district.

FINDINGS

FINDINGS OF THE ENROLLMENT PROJECTION CALCULATIONS UPDATE STUDY FOR THE 2011-2012 SCHOOL YEAR

The Enrollment Data of the study starting on page 41 describes the detailed enrollment projection analysis and the methodology that guided the analysis.

The table below compares the enrollment projection scenarios with the currently available school building pupil capacities K-5, 6-8, and 9-12 for the next five years.

ENROLLMENT PROJECTION SCENARIO	GAP BETWEEN ESTIMATED FUTURE ENROLLMENT ESTIMATES OVER THE NEXT FIVE YEARS AND CURRENT SCHOOL BUILDING PUPIL CAPACITIES BENCHMARKED TO DISTRICT CLASS SIZE GUIDELINES AND THE CURRENT PROGRAM OFFERING.			
	YEARS	CURRENT K-5 ENROLLMENT	CURRENT 6-8 ENROLLMENT	CURRENT 9-12 ENROLLMENT
		1877	944	1496
		CURRENT K-5 PUPIL CAPACITY	CURRENT 6-8 PUPIL CAPACITY	CURRENT 9-12 PUPIL CAPACITY
		2137	1048	1616
		With a 10% Flexibility Factor:	With a 10% Flexibility Factor:	With a 10% Flexibility Factor:
1925	944	1455		
Base Cohort Low Range	<i>2012-13</i>	1880	943	1432
	<i>2013-14</i>	1851	927	1400
	<i>2014-15</i>	1799	962	1346
	<i>2015-16</i>	1739	986	1304
	<i>2016-17</i>	1702	994	1294
Base Cohort Mid Range	<i>2012-13</i>	1872	943	1432
	<i>2013-14</i>	1870	927	1400
	<i>2014-15</i>	1822	962	1346
	<i>2015-16</i>	1781	986	1304
	<i>2016-17</i>	1759	994	1294
Base Cohort High Range	<i>2012-13</i>	1894	943	1432
	<i>2013-14</i>	1881	927	1400
	<i>2014-15</i>	1851	962	1346
	<i>2015-16</i>	1816	986	1304
	<i>2016-17</i>	1801	994	1294
Base Plus Influence of Successful Systemic Academic Intervention Services to Enable All to Graduate	<i>2012-13</i>			1437
	<i>2013-14</i>			1413
	<i>2014-15</i>			1369
	<i>2015-16</i>			1335
	<i>2016-17</i>			1336

OBSERVATIONS:

✓ The enrollment projection estimates suggest that:

- **K-5 enrollments** may likely decrease between 75 and 175 pupils over the next five years.
- **6-8 enrollments** may increase by about 50 pupils over the next five years.
- **9-12 enrollments** may likely decrease between 150 and 200 pupils over the next five years.

FINDINGS

- ✓ Over the next five years it is expected that the pupil capacities of the existing school buildings -- based on the current school district class size goals and current program offering-- will be able to serve the estimated enrollments.
- ✓ Over the next five years it is expected that the K-5 schools can serve the anticipated enrollment at or below the *functional capacity* of the buildings; i.e. with at least a 10% unassigned pupil capacity flexibility factor.
- ✓ Over the next five years it is expected that the 6-8 middle school can serve the anticipated enrollment with a flexibility factor of at least a 5% unassigned pupil capacity.
- ✓ Over the next five years it is expected that the 9-12 high school can serve the anticipated enrollment at or below the *functional capacity* of the building; i.e. with at least a 10% unassigned pupil capacity flexibility factor.

FEDERAL CENSUS DEMOGRAPHIC DATA

A valuable tool to use as the Board and district make value judgments about future enrollments and the outlook for the East Greenbush School District as a whole is Federal Census data. Within 18 months, it is expected that the 2010 Census data will begin to be available for small geographical locations like school districts. The most current Census data for school districts was published in 2011. The data represent the average demographic characteristics over the 5-year period from 2006-2010.

Below is a chart that lists some of the most salient demographic characteristics reported by the 5 year Census estimate released in 2011. The Census data are included in this report as an addendum booklet to provide a tool for more in-depth analysis. The addendum includes census data about Rensselaer County, the East Greenbush Central School District, and the towns of East Greenbush, Nassau, North Greenbush, and Schodack. The data may provide insights into: how potential new population, new housing or employment opportunities may or may not affect the enrollment of the school district in the future. In addition, a review of the Census data variables can provide insights into: community education program opportunities; K-12 program variables that may be related or influenced by the community demographic profiles; public relations/communication strategies with various subsets of the population in the district; and other school district issues and roles as the school district plans for the future. Discussing the similarities and dissimilarities of the characteristics of the East Greenbush School District compared to Rensselaer County as a whole can be valuable as the Board, senior leadership, and the community define short range and long-range plans for the district program, its facilities, and the role of the school district in serving the community. The Census data can be a valuable tool to engage discussion about how to serve the pupil and the community of the school district. Some example discussion questions for East Greenbush based on the Census data might include:

- What challenges and/or opportunities do the following demographic characteristics between the East Greenbush School District and Rensselaer County as a whole present to the mission of providing public education in the East Greenbush school district?
 - 53.4% of the population of the school district is 15 years and older and married compared to 47.2% in all of Rensselaer County

FINDINGS

- 4.7% of the school district population is under five years old compared to 5.6% in the County
 - the median age of the school district is 41.2 years compared to 39.1 years County-wide
 - 15% of the school district population is 65 years or over compared to 13.4% in the County
 - 37.1% of households in the school district are nonfamily households compared to 37.9% County-wide
 - 94.2% of school district population and 88.5% of the County population are Caucasian
 - 90.5% of the population in the school district were in the same residence one year ago; 85.7% County-wide
 - 24.9% of the school district households (1 out of 4) include one or more persons 65 years and older compared to 23.5% of such households (1 out of 4) County-wide
 - 28.9% of the school district households include one or more persons under 18 compared to 29.9% of such households County-wide
 - 26.7% of the County population has a bachelor's degree or higher compared to 36.5% of the school district population
 - median household income in the district is \$67,374 and is \$54,152 County-wide
 - median non-family income in the district is \$45,369 and is \$33,353 County-wide
 - the median family income in the district is \$83,977 in the district and is \$68,390 County-wide
 - 3.6% of the total East Greenbush population had income in the past twelve months below the poverty level; 5% of all of those under 18 years of age; 3% of all families; 5.8% of all families with children under 18 years of age; 6.8% with children only under the age of five years. What are the programs and services that the district provides to help the children who live below the poverty level? Are there other programs and services that should be considered?
 - 3.2% of those 65 years and over in the school district lived in poverty in the past 12 months compared to 9.3% County-wide
 - 75.1% of the housing units are owned in the school district compared to 24.9% that are rented
 - 27% of the households in the district moved into a housing unit since 2005; 46.6% of the households moved into a housing unit since 2000
 - 61.3% of the household units in the school district have three bedrooms or more
- About 31.9% of the school district population is at child-bearing age compared to 33.4% for the County as a whole. What are some possible impacts on the school district if the population transitions to include a smaller child-bearing aged cohort? A larger child-bearing cohort? Short Term? Long term? What changes in the housing market might influence the child-bearing age cohort in the school district? About 61.3% of all housing units in East Greenbush have at least 3 bedrooms? What are the possible impacts on the school district if *existing* family-sized homes and/or rental units turnover at a slow rate? At a fast rate?
 - About 1 in 3 households have social security income and about 1 in 4 households in the East Greenbush School District have retirement income. What do such data suggest about 'stakeholdership' of the district and the 'ability' to financially resource the district? The

FINDINGS

‘desire’ or ‘willingness’ to financially resource the district? Are there any noticeable dichotomies of opinions about the school district by the 29 out of 100 households with children under 18 and the 71 out of 100 households with no children under 18?

- The share of total households in East Greenbush with one or more persons 65 years or older is about 25 out of a 100 compared to about 29 out of 100 of district households with members under 18. What do these data suggest about community programs offered and communication efforts with these households in the school district?
- The median household income is about 20% less than the median family income in the East Greenbush School District. Has this disparity caused a noticeable difference in expectations for education by segments of the community? If not, what communication or program efforts by the district have proven successful in nurturing support?

CAPACITY DATA

PUPIL CAPACITY DATA OF THE STUDY:

SCHOOL BUILDINGS PUPIL CAPACITY ANALYSIS UPDATE STUDY 2011-2012

This study provides a school building pupil capacity assessment that first documents how the instructional spaces in all of the school buildings are utilized in the 2011-2012 school year to deliver *the current kindergarten through grade twelve program including special education*. Second, it provides an assessment of pupil capacity of each building measured against local district goals for grade level class sizes and measured against State Education Department building aid unit capacity guidelines for instructional space. Third, the study offers summary tools to help analyze the current assignment of special education classes among the schools and the overall designation of instructional support spaces among the elementary schools.

The study is instructionally focused on the current year implementation of the educational program within the school buildings of the district. It does not provide technical or qualitative evaluation regarding architectural specifications, design, construction or management of the facilities. The best source for such infrastructure analysis is the architect for the district.

DEFINITION OF TERMS

- **STATE-RATED ‘CAPACITY’—BUILDING AID UNITS**

The measure for the state-rated capacity is called *Building Aid Units (BAU’s)*. The BAU’s assigned to a particular building is computed using space standards established by the Commissioner. Using these standards, the total anticipated pupil enrollment by grade levels ***across the district*** is compared to the actual number of Building Aid Units assigned by formula to the classrooms ***in all the buildings*** that serve specific grade levels of those pupils. When new buildings, additions, or major renovations are planned, the total projected pupil enrollments for the grade levels to be housed in a specific new/renovated building is compared to the total number of Building Aid Units generated by the classrooms in all district buildings proposed to deliver the program to the same grade levels.

It is important to note that *a change in room use to deliver the program may result in a change in Building Aid Units assigned as per the established SED space standard*. The capacity analyses offered in this study are benchmarked to the program use of the spaces by the principals to deliver the program in the 2011-2012 school year.

- **OPERATING CAPACITY**

This measure reflects the total number of pupils a building can reasonably and efficiently house *based on the district’s educational program and class size policy as per formal Board of Education policy and/or teacher contract language* and the number, square footage size, and the program delivery use of the rooms in that building. The operating capacity of a building is computed using the space standards established by the Commissioner to define state-rated capacity ***modified*** by any differences due to the district’s documented educational program delivery model and/or formal class size policy or contract language.

Using these standards, the total pupil enrollment by grade levels ***across the district*** is compared to the number of Building Aid Units assigned by formula to the classrooms ***in all the buildings*** that serve specific grade levels of those pupils ***modified*** by formal class size practice as found in board policy or written teacher contract clauses. When new buildings, additions, or major renovations

CAPACITY DATA

are planned that create classrooms, the total operating capacity BAU's projected for the grade levels to be served in a specific new/renovated building is compared to the total operating capacity BAU's in all district buildings proposed to deliver the program to the same grade levels.

When determining a building aid ceiling allowance for a facility project, the total of the K-6 BAU's calculated as the district's K-6 operating capacity and the total 7-12 BAU's calculated as the district's 7-12 operating capacity respectively cannot exceed the projected K-6 enrollment five years from now and the projected 7-12 enrollment ten years from now. If there is a separate stand-alone building(s) that houses grades 7 and 8(9), then the total of the 7-8(9) BAU's calculated as the district's 7-8(9) operating capacity cannot exceed the projected 7-8(9) enrollment eight years from now.

▪ "FUNCTIONAL CAPACITY"

Functional Capacity is a term not in SED regulations regarding school facilities. It is used in the study to describe the result of planning for a flexibility factor of unassigned pupil capacity as a district develops its ongoing long range plan for program delivery in the schools of the district. If a district supersedes *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12, then the district receives no building aid on 'excess' classrooms that are built. Normally, SED project managers are granted some discretion of approving an aid ceiling for a facility project without deductions for excess capacity if the operating capacity of the project is within 10% of the projected enrollment. The availability of up to 10% additional pupil capacity over the estimated enrollment projection is prudent planning by a district to ensure the district can be flexible and serve the ebb and flow of unforeseen additional future enrollments district-wide and by designated attendance zone. Districts often find that the 90% capacity threshold is too conservative and use an 85% capacity threshold to provide enough flexibility in implementing the instructional program and to accommodate unforeseen enrollment and/or to encourage additional program offerings.

The study suggests that the district subscribe to the wisdom of having ***at least a 10% flexibility factor*** regarding facility capacity as it undertakes the development of its long range program and facility plan. The study reports capacity of the various buildings with and without a 10% unassigned pupil capacity flexibility factor.

CALCULATION OF CAPACITY AND BUILDING AID UNITS FOR ELEMENTARY SCHOOLS

The SED does not endorse any one particular class size. Class size is at the discretion of the Board of Education of each school district. When defining state-rated capacity the Building Aid Units for a new or an existing elementary school is determined by assigning 27 BAU to each 770 square foot classroom used for grades 1-6 and to each 900 square foot kindergarten or pre-kindergarten room. The operating capacity is the same as state-rated capacity (Building Aid Units) *unless* formal board policy or union contract language exists that limits the number of students in a classroom to less than 27 for Pre-K through grade 6. When such policy or contract language is in place, the lesser number will be used to define the **operating** capacity of the elementary classrooms grades pre-K through grade 6 in all of the buildings in the district as a whole. The higher state-rated capacity (Building Aid Units) is used by SED to define potential building aid ceilings for each school building.

CAPACITY DATA

In an existing elementary building, the BAU of a room over 550 square feet, but less than 770 square feet is determined by dividing the area of the room by 28.5 square feet per pupil and assigning the whole number without rounding up. Rooms of less than 550 square feet are not included in BAU calculations. Only classrooms for Pre-Kindergarten through grade 6 are counted for BAU in an elementary school. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including instructional support spaces like a library, cafeteria, gymnasium, and auditorium. Normally, the aid ceiling for an elementary school will be sufficient for most reconstruction projects and possibly for a small addition. There is the possibility for BAU's (called 'supplemental' or 'special case' BAU) to be increased for an elementary project to build a new building or an addition that might include a library, cafeteria, gymnasium, auditorium and teacher-parent conference rooms only on an 'as needed' basis. An alternative method to determine BAU's for an elementary addition is the square foot method. The gross area for grades K-6 in the existing building is divided by 100. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for elementary schools may have application when a proposed building does not contain classrooms which produce BAU.

CALCULATION OF CAPACITY AND BUILDING AID UNITS FOR SPECIAL EDUCATION

The BAU's for special education classrooms is determined by assigning the BAU based on the disabilities of the students (i.e. 15:1, 12:1, 12:1:1, 12:1+3:1, 8:1, 6:1). Only classrooms are counted for BAU in K-6 buildings and in 7-12 buildings. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times a cost index will be sufficient to provide for both classrooms and all ancillary spaces including resource rooms and other spaces that may be needed to provide appropriate spaces for special education students.

CALCULATION OF CAPACITY AND BUILDING AID UNITS FOR SECONDARY SCHOOLS

A secondary school is a new or existing building housing any or all grades above sixth grade. When a school houses both elementary and secondary pupils, the Building Aid Units are separately determined for the elementary versus the secondary spaces. The Building Aid Units for a secondary school is determined by either of two methods: the Teaching Station Method or the Pupil Station Method, dependent on the size of the school. Teaching stations are considered to be:

1. Agricultural shop, including an agricultural classroom.
2. Art room (each).
3. Business education rooms (each).
4. Home and Careers (homemaking) (each, if 1000 sq. ft. or more).
5. Technology (industrial arts) shop (each).
6. Mechanical drawing room (each).
7. Music room (each, if 770 sq. ft. or more).
8. Physical education/gymnasium (each, if standard size).
9. Recitation classroom/interchangeable classroom (each).
10. Science general, earth or advanced (i.e. biology, physics, chemistry).
11. Study hall (each, if 770 sq. ft., or more, and cafeteria/study hall, if so labeled and used).
12. Swimming pool.

The Teaching Station Method applies to:

CAPACITY DATA

- Junior High Schools having 29 or fewer teaching stations.
- Junior/Senior High Schools having 25 or fewer teaching stations.
- Senior High Schools having 22 or fewer teaching stations.

For Junior High Schools with 29 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, health education and general or earth science (not biology, chemistry, or physics) is calculated. This total is multiplied by 30. The result is the Building Aid Units. The same calculation of teaching stations with the same criteria is done for Junior/Senior High Schools having 25 or fewer teaching stations. The total number of defined teaching stations is then multiplied by 33. The result is the BAU. For Senior High Schools with 22 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, and health education is calculated. This total (**X**) is used in the formula: $8(7X - 12)$. The result is the BAU.

The Pupil Station Method applies to:

- Junior High Schools having 30 or more teaching stations.
- Junior/Senior High Schools having 26 or more teaching stations.
- Senior High Schools having 23 or more teaching stations.

The total number of pupil stations in a building is determined by first dividing the net square foot area of each of the rooms in the building that are listed in the “Pupil Stations” chart below by the listed square feet per pupil allowance to calculate the pupil stations in each room. The results of the pupil station calculations for each room are totaled not exceeding the maximums listed in the “Pupil Stations” chart. Then, the calculation continues by subtracting 200 from the total pupil stations calculated for the building, and dividing the remainder by 1.16. The resulting number of pupil stations is the Building Aid Units total of the building for calculating building aid ceiling. Note that the operating capacity by the pupil station method is computed using the same method as outlined, but *modified* by any differences due to the district’s educational program and/or maximum class sizes which are clearly outlined in formal board policy and/or in teacher contract clauses.

Pupil Stations Chart

ROOM	SQUARE FEET PER PUPIL	MAXIMUM # OF PUPIL STATIONS
Agriculture shop and classroom	75	20
Art	45	25
Business or computer classrooms		
• Distributive education	50	20
• Office/secretarial/typing/keyboarding	35	24
• Computer classroom	35	24
Home and careers	50	24
Technology (industrial arts)	75	24
Mechanical drawing	35	25
Library—reading room only	25	Not to exceed 15% of PS total for recitation classrooms
ROOM	SQUARE FEET PER PUPIL	MAXIMUM # OF PUPIL STATIONS
Music		
• Classroom	25	30
• Instrumental	25	$(\text{area of room}/25) \times .4$
• Vocal	20	$(\text{area of room}/20) \times .4$
Physical education		

CAPACITY DATA

• Gymnasium	Per station	30
• Swimming pool	Per station	30
Recitation classroom		
• Interchangeable classroom	26	30
• Open planned classroom	30	-----
Science		
• General, earth	30	30
• Advanced—biology, chemistry, physics	50	24
Study hall	16.5	Not to exceed 40% of PS total for recitation classrooms
• Cafeteria/study hall (if so labeled and used)	16.5	Area of room/16.5) x .7 Not to exceed 40% of PS total for recitation classrooms

EAST GREENBUSH CSD GUIDELINES GOVERNING CLASS SIZE

The analyses in this study of the capacities of the school buildings first reviewed to see if there is board policy or teacher contract language that would modify the calculation of operating capacity from the calculation of state-rated capacity. *Article VII: Teaching Conditions* of the agreement between East Greenbush Central School District and the East Greenbush Teachers' Association 2007-2011 contract addresses 'class size' as follows:

A. *Class Size/Load*

5. *Class size shall be no larger than the following: Kindergarten, 25 students; and grades 1-5, 27 students; Grades 6-8, 28 students, and Grades 9-12, 30 students.*

The East Greenbush Board of Education has established class size maximum guidelines to be achieved whenever possible. They are:

Kindergarten	23
Grades 1-5	25
Grade 6	26
Grades 7-8	26
Grades 9-12	28

The contract guidelines for class sizes in grades 6-12 and the Board approved guidelines for class sizes in grades K-12 are used by the study to modify the state-rated capacity calculations to determine the operating capacity of the buildings.

Following are the detailed capacity analyses for the school buildings in the East Greenbush School District reflecting the implementation of the instructional program for 2011-2012, the class size guidelines of the East Greenbush CS, and the space size and capacity definitions promulgated by the SED.

CAPACITY DATA

**SUTHERLAND
ELEMENTARY SCHOOL**

Total Enrollment as of October 1, 2011	
<ul style="list-style-type: none"> • Grades K-5 including Special Needs Self-contained 	322
<ul style="list-style-type: none"> • BOCES rental classroom maximum enrollees 	0
East Greenbush TOTAL	322

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED
TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR
2011-2012:**

EG OPERATING CAPACITY	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	370
SPECIAL EDUCATION EG	12
TOTAL OPERATING CAPACITY	382
SED 'RATED' CAPACITY (BUILDING AID UNITS)	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5	405
SPECIAL EDUCATION EG AND BOCES	12
TOTAL BUILDING AID UNITS	417

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM
OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	Under by 60 pupils or 15.7%
FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR	Under by 22 pupils or 6.4%

CAPACITY DATA

CAPACITY ANALYSIS SUTHERLAND ELEMENTARY

*Denotes classrooms under state minimum recommended square footage.

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Kindergarten	41	1060	23	27	27
Kindergarten	26	1120	23	27	27
Kindergarten/gr. 1	40	770	25	27	27
Grade 1	42	1060	25	27	27
Grade 1	43	770	25	27	27
Grade 2/3	37	770	25	27	27
Grade 2	36	770	25	27	27
Grade 2	35	770	25	27	27
Grade 3	44	770	25	27	27
Grade 3	34	770	25	27	27
Grade 4/5	65	770	25	27	27
Grade 4	60	770	25	27	27
Grade 4	61	770	25	27	27
Grade 5	62	770	25	27	27
Grade 5	64	770	25	27	27
TOTAL GRADES K-5			370	405	405

SUTHERLAND INSTRUCTIONAL SUPPORT SPACES					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Library	2	1416			
Computer Lab	1	700			
Music	18	1092			
Instrumental Music/Band	16	335			
Math AIS					
AIS					
Special Ed. Inclusion Support	63	770			
Special Ed. Inclusion Support					
Special Ed. Inclusion Support					
Special Ed. Inclusion Support					
Special Ed. Inclusion Support					
Remedial Subjects	25	274			
Remedial Subjects	27	768			
Remedial Subjects	63(shared)	770			
Art	29	1099			

CAPACITY DATA

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Cafeteria	20	1702			
Faculty Room	23	768			
Copy room					
Food Lab – Instructional Support	28	170			
Gym	50	7904			
Health	30/301	571			
OT/PT	13	180			
OT/PT					
Psychologist	15	180			
Social Worker	17	180			
Speech	19	180			
Stage	22	100			
Time Out Room	31	220			
Reading	3	100			
Auditorium					
TV Studio					
ESL					
ESL					
Science Lab					
Activities					
Media					
Storage					
Conference Room					
TOTAL GRADES K-5				0	0

SUTHERLAND SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
12:1:2	32	770	12	12
TOTAL SPECIAL EDUCATION			12	12

CAPACITY DATA

**GREEN MEADOW
ELEMENTARY SCHOOL**

Total Enrollment as of October 1, 2011	
<ul style="list-style-type: none"> Grades K-5 including Special Needs Self-contained 	
Green Meadow TOTAL	439

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED
TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR
2011-2012:**

EG OPERATING CAPACITY	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	494
SPECIAL EDUCATION EG	18
TOTAL EG OPERATING CAPACITY	512
SED 'RATED' CAPACITY (BUILDING AID UNITS)	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5	540
SPECIAL EDUCATION EG	18
TOTAL BUILDING AID UNITS	558

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM
OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	Under by 73 pupils or 14.3%
FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR	Under by 22 pupils or 4.8%

CAPACITY DATA

CAPACITY ANALYSIS GREEN MEADOW ELEMENTARY

*Denotes classrooms under state minimum recommended square footage.

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Kindergarten	3	812	23	27	27
Kindergarten	2,4	1624	23	27	27
Kindergarten	1	812	23	27	27
Grade 1	30	828	25	27	27
Grade 1	33	828	25	27	27
Grade 1	31	828	25	27	27
Grade 2	28	828	25	27	27
Grade (vacant)	38	1259	25	27	27
Grade 2	29	828	25	27	27
Grade 2	32	828	25	27	27
Grade 3	36	1238	25	27	27
Grade 3	37	828	25	27	27
Grade 3	39	828	25	27	27
Grade 4	22	903	25	27	27
Grade 4	23	828	25	27	27
Grade 4	24	828	25	27	27
Grade 4	25	828	25	27	27
Grade 5	11	809	25	27	27
Grade 5	8	812	25	27	27
Grade 5	9	809	25	27	27
TOTAL GRADES K-5			494	540	540

GREEN MEADOW INSTRUCTIONAL SUPPORT SPACES					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Library	14/16	1475			
Computer Lab	12	805			
Music	6	918			
Instrumental Music/Band	5	1172			
Math AIS					
AIS					
Special Ed. Inclusion Support	26	828			
Special Ed. Inclusion Support	35	828			
Special Ed. Inclusion Support					
Special Ed. Inclusion Support					
Special Ed. Inclusion Support					

CAPACITY DATA

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Remedial Subjects	27	828			
Remedial Subjects					
Remedial Subjects					
Art	21	1274			
Cafeteria	106	2607			
Faculty Room	111	630			
Copy room	112	1432			
Food Lab – Instructional Support	19	325			
Gym	108	5646			
Health	103/205	530			
OT/PT	34	828			
OT/PT					
Psychologist	17	190			
Social Worker	13	145			
Speech	15	295			
Stage	109	946			
Time Out Room	105				
Reading					
Auditorium					
TV Studio	18/20	260			
ESL					
ESL					
Science Lab					
Activities					
Media					
Storage					
Conference Room					
TOTAL GRADES K-5				0	0

GREEN MEADOW SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
12:1:3	10	812	12	12
6:1:2	7	809	6	6
TOTAL SPECIAL EDUCATION			18	18

CAPACITY DATA

**CITIZEN GENET
ELEMENTARY SCHOOL**

Total Enrollment as of October 1, 2011		
• Grades K-5 including Special Needs Self-contained		408
• BOCES rental classrooms maximum enrollees	26	
East Greenbush TOTAL		408

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED
TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR
2011-2012:**

EG OPERATING CAPACITY	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	419
SPECIAL EDUCATION EG	24
TOTAL OPERATING CAPACITY	443
SED 'RATED' CAPACITY (BUILDING AID UNITS)	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5	457
SPECIAL EDUCATION EG and BOCES	50
TOTAL BUILDING AID UNITS	507

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM
OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	Under by 35 pupils or 7.9%
FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR	Over by 9 pupils or 2.3%

CAPACITY DATA

CAPACITY ANALYSIS GENET ELEMENTARY

*Denotes classrooms under state minimum recommended square footage.

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Kindergarten	179	903	23	27	27
Kindergarten	178	981	23	27	27
Kindergarten	176	942	23	27	27
Grade 1	174	923	25	27	27
Grade 1	171	803	25	27	27
Grade 1	177	770	25	27	27
Grade 2	238	784	25	27	27
Grade 2	231	823	25	27	27
Grade 2	229	809	25	27	27
Grade 3	126	826	25	27	27
Grade 3	128	850	25	27	27
Grade 3	125	787	25	27	27
Grade 4	203	757*	25	26	26
Grade 4	205	763*	25	26	26
Grade 4/5	218	810	25	27	27
Grade 5	216	785	25	27	27
Grade 5	214	780	25	27	27
TOTAL GRADES K-5			419	457	457

GENET INSTRUCTIONAL SUPPORT SPACES					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Library	219/221	1870			
Computer Lab	215	770			
Music	112	720			
Instrumental Music/Band	111	1361			
Math AIS					
AIS	242	725			
Special Ed. Inclusion Support	204	536			
Special Ed. Inclusion Support	220	866			
Special Ed. Inclusion Support					
Special Ed. Inclusion Support	234	770			
Special Ed. Inclusion Support					
Remedial Subjects					
Remedial Subjects					
Remedial Subjects	226				
Art	119	1300			

CAPACITY DATA

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Cafeteria	130	2357			
Faculty Room	117	650			
Copy room	120	95			
Food Lab – Instructional Support	172	269			
Gym	154	12,116			
Health	161/159/ 163	478			
OT/PT	114	695			
OT/PT					
Psychologist	153	95			
Social Worker	155	110			
Speech	145/147/ 149	420			
Stage	104	2012			
Time Out Room	211				
Reading	201	453			
Auditorium	107	7216			
TV Studio	225	507			
ESL					
ESL					
Science Lab	209	626			
Activities					
Media					
Storage					
Conference Room	100	770			
TOTAL GRADES K-5				0	0

GENET SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
12:1:2	227	773	12	12
12:1:2	241	766	12	12
12:1:1 Questar BOCES	246	671	12	12
6:1:2 Questar BOCES	248	671	6	6
Therapy Questar BOCES	245	675	0	0
8:1:2 Questar BOCES	244	671	8	8
TOTAL SPECIAL EDUCATION			50	50

**RED MILL
ELEMENTARY SCHOOL**

Total Enrollment as of October 1, 2011		
<ul style="list-style-type: none"> • Grades K-5 including Special Needs Self-contained • BOCES rental classroom maximum enrollees 	36	408
East Greenbush TOTAL		408

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED
TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2011-2012:**

EG OPERATING CAPACITY	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	442
SPECIAL EDUCATION EG	12
TOTAL OPERATING CAPACITY	454
SED 'RATED' CAPACITY (BUILDING AID UNITS)	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5	461
SPECIAL EDUCATION EG AND BOCES	48
TOTAL BUILDING AID UNITS	509

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM
OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	Under by 46 pupils or 10.1%
<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Under by 1 pupils or .2%</i>

CAPACITY ANALYSIS RED MILL ELEMENTARY

*Denotes classrooms under state minimum recommended square footage.

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Kindergarten	1	1221	23	27	27
Kindergarten	3	1290	23	27	27
Kindergarten	4	1117	23	27	27
Grade 1	2	1221	23	27	27
Grade 1	6	811	25	27	27
Grade 1	9	814	25	27	27
Grade 2	19	816	25	27	27
Grade 2	34	877	25	27	27
Grade 2	20	877	25	27	27
Grade 3	30	877	25	27	27
Grade 3	28	877	25	27	27
Grade 3/4	32	877	25	27	27
Grade 4	14	877	25	27	27
Grade 4	24	861	25	27	27
Grade 5	25	866	25	27	27
Grade 5	18	877	25	27	27
Grade 5	26	866	25	27	27
TOTAL GRADES K-5			442	488	488

RED MILL INSTRUCTIONAL SUPPORT SPACES					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Library	22/23	2600			
Computer Lab	21	867			
Music	11	1250			
Instrumental Music/Band	12	1250			
Math AIS					
AIS					
Special Ed. Inclusion Support	17B	434			
Special Ed. Inclusion Support	16	867			
Special Ed. Inclusion Support	27	866			
Special Ed. Inclusion Support	31	877			
Remedial Subjects	17A	433			
Remedial Subjects					
Remedial Subjects					
Art	104	1192			
Cafeteria	101	3030			
Faculty Room	106	607			
Copy room					

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Food Lab – Instructional Support	143	228			
Gym	131	3744			
Health	140	461			
OT/PT	125/123	205/105			
OT/PT	29				
Psychologist	109	182			
Social Worker	107	172			
Speech	111	182			
Stage	103	705			
Time Out Room					
Reading	10B				
Auditorium					
TV Studio					
ESL					
ESL	10A	838			
Science Lab					
PE Exercise	27	866			
Media	33	877			
Conference Rm.					
TOTAL GRADES K-5				0	0

RED MILL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
8:1:2 Questar BOCES	8	810	8	8
12:1:2 Questar BOCES	13	780	12	12
8:1:2 Questar BOCES	5	814	8	8
8:1:2 Questar BOCES	7	814	8	8
12:1:2	15	867	12	12
TOTAL SPECIAL EDUCATION			48	48

**BELL TOP
ELEMENTARY SCHOOL**

Total Enrollment as of October 1, 2011	
<ul style="list-style-type: none"> • Grades K-5 including Special Needs Self-contained • BOCES rental classroom maximum enrollees 	<p style="margin: 0;">293</p> <p style="margin: 0;">0</p>
East Greenbush TOTAL	293

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED
TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2011-2012:**

EG OPERATING CAPACITY	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	346
SPECIAL EDUCATION EG	0
TOTAL OPERATING CAPACITY	346
SED ‘RATED’ CAPACITY (BUILDING AID UNITS)	
PRE-KINDERGARTEN	0
KINDERGARTEN-GRADE 5	378
SPECIAL EDUCATION EG AND BOCES	0
TOTAL BUILDING AID UNITS	378

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM
OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	Under by 53 pupils or 15.3%
<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Under by 19 pupils or 6.1%</i>

CAPACITY ANALYSIS BELL TOP ELEMENTARY

*Denotes classrooms under state minimum recommended square footage.

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Kindergarten	30	1028	23	27	27
Kindergarten	40	1028	23	27	27
Grade 1	20	1028	25	27	27
Grade 1	120	1400	25	27	27
Grade 2	50	803	25	27	27
Grade 2	70	803	25	27	27
Grade 2/3	250	795	25	27	27
Grade 3	270	795	25	27	27
Grade 3	280	795	25	27	27
Grade 4	330	785	25	27	27
Grade 4	350	785	25	27	27
Grade 4	060	803	25	27	27
Grade 5	300	795	25	27	27
Grade 5	310	795	25	27	27
TOTAL GRADES K-5			346	378	378

BELL TOP INSTRUCTIONAL SUPPORT SPACES					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Library	390	1870			
Computer Lab	392				
Music	90	803			
Instrumental Music/Band					
Math AIS					
AIS					
Special Ed. Inclusion Support	240	358			
Special Ed. Inclusion Support	290	795			
Special Ed. Inclusion Support					
Remedial Subjects					
Remedial Subjects	80	803			
Art	370	1191			
Cafeteria	140	1903			
Faculty Room	160	694			
Copy room					
Food Lab – Instructional Support	41	267			
Gym	10	3744			
Health	110/111	471			
OT/PT	100	250			
OT/PT	230	430			
Psychologist	161	275			
Social Worker	170	93			

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Speech	180	100			
Stage	141	705			
Time Out Room					
Reading					
Auditorium					
TV Studio					
ESL	260	795			
Science Lab					
Activities					
Storage (BK. ROOM)	220	715			
TOTAL GRADES K-5				0	0

BELL TOP SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
TOTAL SPECIAL EDUCATION			0	0

GOFF MIDDLE SCHOOL

Total Enrollment as of October 1, 2011	
• Elementary grade 6 and Special Needs Self-contained	309
• Secondary grades 7-8 and Special Needs Self-contained	628
• BOCES rental classroom maximum enrollees	32
East Greenbush Total enrollment 6-8	937

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2011-2012:
--

EG OPERATING CAPACITY	
GRADES 6 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	338
SECONDARY GRADES 7-8 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES	(989-200)/1.16 = 680
SPECIAL EDUCATION 6-8 EG	30
TOTAL EG OPERATING CAPACITY 6-8	1048
SED ‘RATED’ CAPACITY (BUILDING AID UNITS)	
GRADE 6	351
GRADES 7-8	(1037-200)/1.16 = 721
SPECIAL EDUCATION 6-8 EG and BOCES	62
TOTAL BUILDING AID UNITS 6-8	1134

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES 6-8 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM	
GRADE 6	OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	<i>Under by 29 pupils or 8.5%</i>
	<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Over by 4 pupils or 1.3%</i>
GRADES 7-8	OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	<i>Under by 82 pupils or 11.5%</i>
	<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Under by 11 pupils or 1.7%</i>
TOTAL GRADES 6-8	OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	<i>Under by 111 pupils or 10.6%</i>
	<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Under by 7 pupils or .7%</i>

CAPACITY ANALYSIS GOFF MIDDLE SCHOOL

*Denotes classrooms under state minimum recommended square footage

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Grade 6-SCI/SS	131	1000	26	27	27
Grade 6-SCI/SS	231	998	26	27	27
Grade 6-SCI/SS	235	998	26	27	27
Grade 6-MATH/SS	134	770	26	27	27
Grade 6-MATH/SS	230	770	26	27	27
Grade 6-MATH/SS	139	770	26	27	27
Grade 6-SS/ENG	137	770	26	27	27
Grade 6-SS/ENG	237	770	26	27	27
Grade 6-SS/ENG	228	770	26	27	27
Grade 6-ENG/SS	138	770	26	27	27
Grade 6-ENG/SS	140	770	26	27	27
Grade 6-ENG/SS	232	770	26	27	27
Grade 6-TECH	146	870	26	27	27
TOTAL GRADE 6			338	351	351

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Art 7-8	212	1060	26	23	23
Technology	142	870	26	12	12
Technology	148	915	26	12	12
TV studio	192	520	6	6	6
Social Studies 7	200	770	26	29	29
Social Studies 7	217	870	26	30	30
Social Studies 8	174	785	26	30	30
Social Studies 8	264	785	26	30	30
Social Studies 8/7	272	785	26	30	30
English 7/8	108	770	26	29	29
English 7	211	900	26	30	30
English 7	202	770	26	29	29
English 8	172	785	26	30	30
English 8	270	785	26	30	30
Health 7-8	170	785	26	30	30
Foreign Language	110	770	26	29	29
Foreign Language	273	1070	26	30	30
Foreign Language	268	785	26	30	30
Foreign Language	173	785	26	30	30
Foreign Language	274	785	26	30	30
Band	151	1775	35	35	35
chorus	150	1350	26	21	21
Music	152	812	26	30	30
Library (reading)	117	750	30	30	30
Math 7/8	104	770	26	29	29
Math 7	206	770	26	29	29

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Math 7	204	770	26	29	29
Math 8	175	901	26	30	30
Math 8	275	901	26	30	30
Science 7/8	109	1035	26	30	30
Science 7	203	1000	26	30	30
Science 7	209	1000	26	30	30
Science 8	167	1090	26	30	30
Science 8	267	1090	26	30	30
Home and Careers	219	820	26	16	16
Home and Careers	221	970	26	19	19
Phys ed. Station	gym	3406	30	30	30
Phys ed. Station	gym	3406	30	30	30
RAW TOTAL GRADES 7-8			989	1037	1037

GOFF MIDDLE SCHOOL GRADES 6-8 INSTRUCTIONAL SUPPORT SPACE					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Gym A (grade 6)	003	3406			
Art (grade 6)	208	1100			
Cafeteria	001/002	5855			
Nurse/health suite	198	615			
Faculty/staff room	194	810			
In-school suspension	101	365			
OT/PT	181	405			
Special Education Inclusion Support	171	385			
Remedial services	166	375			
Remedial services	136	360			
Remedial services	121	680			
Speech	236	338			
Computer Lab	115	700			
Special Education Inclusion Support-7	201	362			
Special Education Inclusion Support-7	100	760			
Special Education Inclusion Support-8	266	785			
Special Education Inclusion Support-8	168	785			
Special Education Inclusion Support-7/8	106	770			
Special Education Inclusion Support-6	234	481			
Special Education Inclusion Support-6	239	770			
AIS Intervention	119	1370			
Reading program	240	770			
TOTAL GRADES 6-8				0	0

*Denotes classrooms under state minimum recommended square footage

GOFF MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
8:1:2 Questar BOCES	135	670	8	8
8:1:2 Questar BOCES	103	670*	8	8
8:1:2 Questar BOCES	132	865	8	8
8:1:2 Questar BOCES	105	670*	8	8
12:1:1 Life Skills	102	770	12	12
12:1:2 Transition	238	770	12	12
6:1:2	111	680	6	6
TOTAL SPECIAL EDUCATION			62	62

COLUMBIA HIGH SCHOOL

Total Enrollment as of October 1, 2011	
<ul style="list-style-type: none"> • Secondary grades 9 – 12 and Special Needs Self-contained • BOCES rental classroom maximum enrollees 	<div style="text-align: right; padding-right: 10px;">1484</div> <div style="text-align: center;">20</div>
East Greenbush Total enrollment 9-12	1484

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 2/1/12**

OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2011-2012:

EG OPERATING CAPACITY	
SECONDARY GRADES 9-12 AS PER LOCAL CLASS SIZE GOALS/GUIDELINES (<i>not including space designated study hall</i>)	(2020-200)/1.16 = 1568
SPECIAL EDUCATION EG	48
TOTAL EG OPERATING CAPACITY	1616
SED ‘RATED’ CAPACITY (BUILDING AID UNITS)	
GRADES 9 – 12 (<i>including space designated study hall</i>)	(2482-200)/1.16 = 1582
SPECIAL EDUCATION EG and BOCES	68
TOTAL BUILDING AID UNITS	2035

UNDER OR OVER OPERATING CAPACITY	CURRENT GRADES 9-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2011-2012 PROGRAM	
TOTAL GRADES 9-12	OPERATING CAPACITY AS PER THE CLASS SIZE GUIDELINES OF THE DISTRICT	<i>Under by 132 pupils or 8.2%</i>
	<i>FUNCTIONAL OPERATING CAPACITY INCORPORATING A 10% PROGRAM FLEXIBILITY FACTOR</i>	<i>Over by 29 pupils or 2%</i>

CAPACITY ANALYSIS COLUMBIA HIGH SCHOOL

*Denotes classrooms under state minimum recommended square footage

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Art	C112	1242	28	25	25
Art	C113	983	28	22	22
Art	C114	1021	28	21	21
Technology	N103	894	28	24	24
Technology	N106	1861	28	24	24
Technology	N107	1616	28	21	21
Family Cons. Sciences	N115	764*	28	29	29
Tech-Television	TV	971	12	12	12
Home and Careers	C107	1632	28	24	24
Home and Careers	N116	956	28	19	19
Band	P112	1790	28	28	28
Chorus	P108	1398	28	28	28
Orchestra	P111	1285	28	20	20
Music Classroom	P203	500*	20	20	20
Foreign language	N205	746*	28	28	28
Foreign language	N207	749*	28	28	28
Foreign language	N210	857	28	30	30
Foreign language	N211	863	28	30	30
Foreign language	N213	797	28	30	30
Foreign language	N304	746*	28	28	28
Biology	N201	1042	28	20	20
Biology	N202	1047	28	20	20
Biology	N215	1034	28	20	20
Biology	S201	1151	28	23	23
Biology	S215	1151	28	23	23
Physics	S202	1065	28	21	21
Physics	N216	1151	28	23	23
Earth Science	C109	770	28	25	25
Earth Science	N214	1028	28	30	30
Earth Science	S213	1028	28	30	30
Earth Science	S214	1034	28	30	30
Chemistry	C214	1145	28	22	22
Chemistry	C206	1138	28	22	22
Chemistry	C208	1148	28	22	22
Chemistry	C212	1150	28	23	23
Health	N208	716*	28	27	27
SS	S117	841	28	30	30
SS	S205	746*	28	28	28
SS	S207	725*	28	27	27
SS	S208	746*	28	28	28
SS	S209	751*	28	28	28
SS	S210	749*	28	28	28
SS	S211	751*	28	28	28
SS	S212	797	28	30	30
SS	S314	790	28	30	30
English	S301	746*	28	28	28
English	S302	749*	28	28	28

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
English	S303	746*	28	28	28
English	S304	746*	28	28	28
English	S308	746*	28	28	28
English	S309	749*	28	28	28
English	S310	746*	28	28	28
English	S311	802	28	30	30
English	S312	779	28	29	29
English	S313	791	28	30	30
Math	N301	746*	28	28	28
Math	N306	725*	28	27	27
Math	N307	725*	28	27	27
Math	N308	746*	28	28	28
Math	N309	749*	28	28	28
Math	N310	746*	28	28	28
Math	N311	802	28	30	30
Math	N312	779	28	29	29
Math	N314	790	28	30	30
Business	S103	786	28	30	30
Business	S104	789	28	30	30
Business-Tech	S106	1204	28	24	24
Alternate Ed. (CAP)	N313	791	28	30	30
Library-reading area		3340 (5835)	28	133	133
Phys Ed	Station 1	6623	28	30	30
Phys Ed	Station 2	6623	28	30	30
Phys Ed	Station 3	6623	28	30	30
Weight Room	A102	1047	28	30	30
RAW TOTALS 9-12			2020	2036	2036

COLUMBIA HIGH SCHOOL GRADES 9-12 INSTRUCTIONAL SUPPORT SPACE					
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Cafeteria (SH)		7668		(446)	(446)
Auditorium-lower		4893			
Auditorium-upper		4603			
Stage		3636			
Multi purpose	MP1	1047			
Multi purpose.	MP2	1047			
In-school Suspension	N101	953			
Operation Education (support)	P002	928			
Multi purpose	SF1	1470			
Multi purpose	SF2	1470			
Special Education Instr. Support	N302	749			
Special Education Instr. Support	N303	746			

USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES	ESTIMATED BUILDING AID UNITS
Special Education Instr. Support	N305	725			
Special Education Instr. Support	S206	725			
Special Education Instr. Support	S305	725			
Special Education Instr. Support	S306	725			
Remedial Reading	S307	746			
Remedial Math	C203	484			
Computer lab	N Forum	1470			
Computer lab	S122	920			
ESOL	N206	452			
Faculty room		725			
Faculty work room		1089			
Faculty work room		1089			
Health/Nurse		907			
Guidance/psychologist	N102	734			
TOTALS GRADES 9-12			0	(446)	(446)

COLUMBIA HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
USE LISTED ON SCHEMATIC	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
8:1:2 Questar BOCES	S102	787	8	8
12:1:2 Questar BOCES	S105	775	12	12
12:1:2	S118	792	12	12
12:1:2	S119	789	12	12
12:1:1	S120	787	12	12
12:1:1	S121	787	12	12
TOTALS SPECIAL EDUCATION			68	68

ENROLLMENT DATA

ENROLLMENT DATA OF THE STUDY:

PURPOSE AND USE OF THE ENROLLMENT PROJECTION CALCULATIONS STUDY

This demographic/enrollment projection calculations update study provides historical and current East Greenbush School District enrollment data and suggests enrollment projection scenarios based on the trending of patterns of historical data. In addition, the impact of the housing market on future enrollments is estimated. The main purpose of the study is to provide a tool to help school district decision-making. The study provides projected pupil enrollments based on different assumptions about the future. The study is a tool to engage a community in identifying what they believe about the future of the school district and the community it serves. The study also enables the school district to comply with Commissioner's Regulation Section 155.1. The Regulation requires long-range planning of program requirements, pupil capacity of existing facilities, and a plan for repair or modernization of facilities and/or provision for additional facilities to support the delivery of program. The enrollment projection study combined with the values, intuition, and vision of school district officials can frame planning discussions as the school district projects its facilities, staffing and program needs into the future.

VARIABLES THAT INFLUENCE FUTURE SCHOOL DISTRICT ENROLLMENTS

The six sources of current and projected school district enrollment are:

- live births within the school district and their eventual kindergarten enrollment in the district;
- new household population with children who move to the district;
- new population who move to the district who are at child-bearing age and plan to begin a family;
- enrollment of students from non-public schools or from home schooling settings;
- school program and academic intervention changes that may increase the success of the school district in keeping existing enrollment as long as possible to culminate in high school graduation;
- a change by other public schools, if any, who tuition students to attend East Greenbush School District.

If there are data to suggest that one or more of the variables listed above will not continue into the near future of the next five years in the same historical pattern, then the baseline enrollment projections results are modified to estimate the potential impact the variable(s) may have on future school district enrollments.

METHODOLOGY TO PROJECT BASELINE ENROLLMENT FORECASTS

Compilation of Data

The study collects the following data to execute the cohort survival statistic to project *baseline* future enrollments of the school district:

- Student enrollments of the East Greenbush School District by grade level from 2006-2007 through 2011-2012 are compiled from data provided by district personnel. All enrolled children including special needs students (regardless of the location of their program placements), temporarily home-bound pupils, and non-resident tuitioned pupils regardless of

ENROLLMENT DATA

instructional program are included in the enrollment projection calculations. For example in 2011-2012 there are 26 pupils who are resident to the school district and are served by the school district in programs not housed in one of the East Greenbush school buildings.

- Annual kindergarten class enrollments are compared to the total school district enrollment area live births five years earlier.
- Live birth numbers in the school district since 2002 as reported by the NYS Department of Health are analyzed.
- Information about the residential housing market as of February 2011.

Application of the Baseline Cohort Survival Statistic

The cohort survival statistic identifies a ‘percentage of survival’ ratio that describes the relationship of a grade level enrollment in a given year compared to the grade enrollment in the next lower grade from the previous year. If a ratio falls below 1.0, the ratio signifies that the enrollment of students in a grade level decreased or did not ‘survive’ enrollment into the next grade level of the next year. If a ratio rises above 1.0, the ratio then signifies new enrollment has moved to the district or a significant change in grade-to-grade promotion policy.

Calculating the survival ratios from 2006-2007 through 2011-2012 for each of the grade enrollments provides the basis for a set of average grade-to-grade survival ratios that can be used to estimate future *baseline* grade enrollments in the East Greenbush School District.

Limitations of the Study

- The future enrollments predicted using the cohort survival statistic should be adjusted if there is evidence that one or more of the study assumptions have changed.
- Projections for the immediate future are more reliable than those for years further in the future. Enrollment projection totals for K-5, or 6-8 and for 9-12 are more reliable than are those for specific grade levels in specific years. Focus should be given to estimates five years into the future for grades K-6; eight years into the future for grades 7 and 8, and ten years into the future for grades 9-12.
- The cohort survival statistic is a linear calculation. As such, sporadic fluctuations of historical enrollment data from year-to-year could affect the estimated projections of future enrollments.

HISTORICAL PERSPECTIVE OF ANNUAL ENROLLMENTS

Total K-12 enrollment in the five enrollment years since 2006-2007 has changed from 4615 pupils to 4317 in the current school year or a minus 6.5% over the past six years. The six year average is 4489 pupils and the median is 4516. The total enrollment in grades K-5 changed from 1984 in 2006 to the current year total of 1877; a decline of 107 or 5.4%. The total enrollment in grades 6-8 changed from 1049 in 2006 to the current year total of 944; a decline of 105 or 10%. The total enrollment in grades 9-12 changed from 1582 in 2006 to the current year total of 1496; a decline of 86 or 5.4%.

ENROLLMENT DATA

CHART ONE-A: HISTORICAL K-12 ENROLLMENT 2006-2011

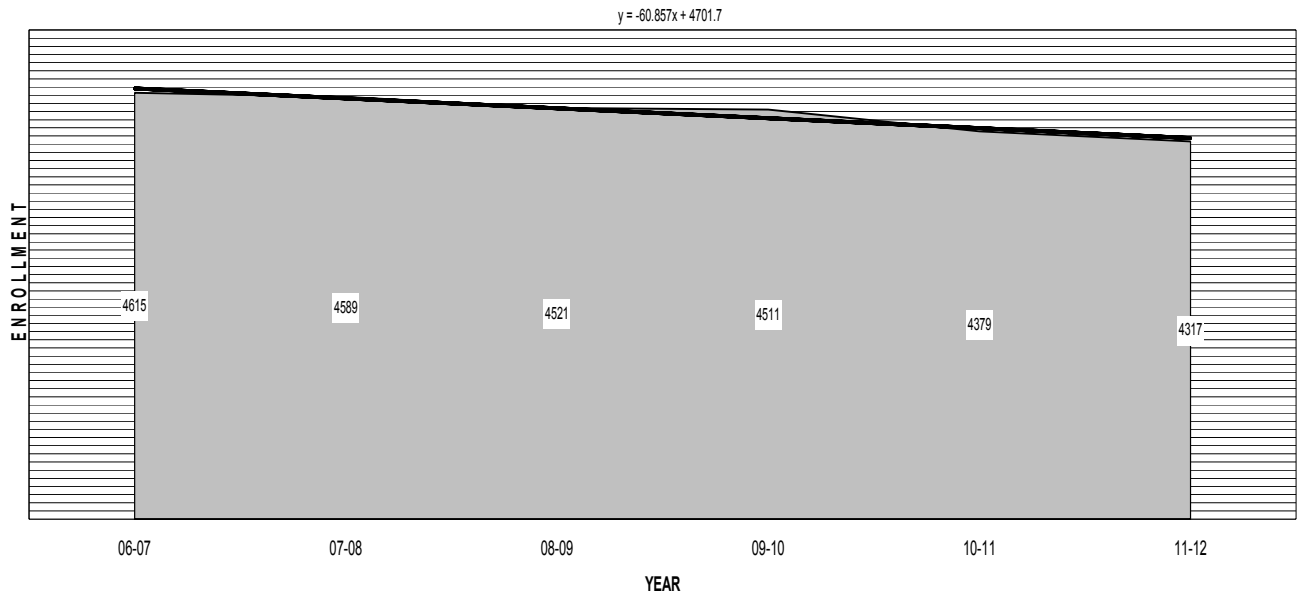
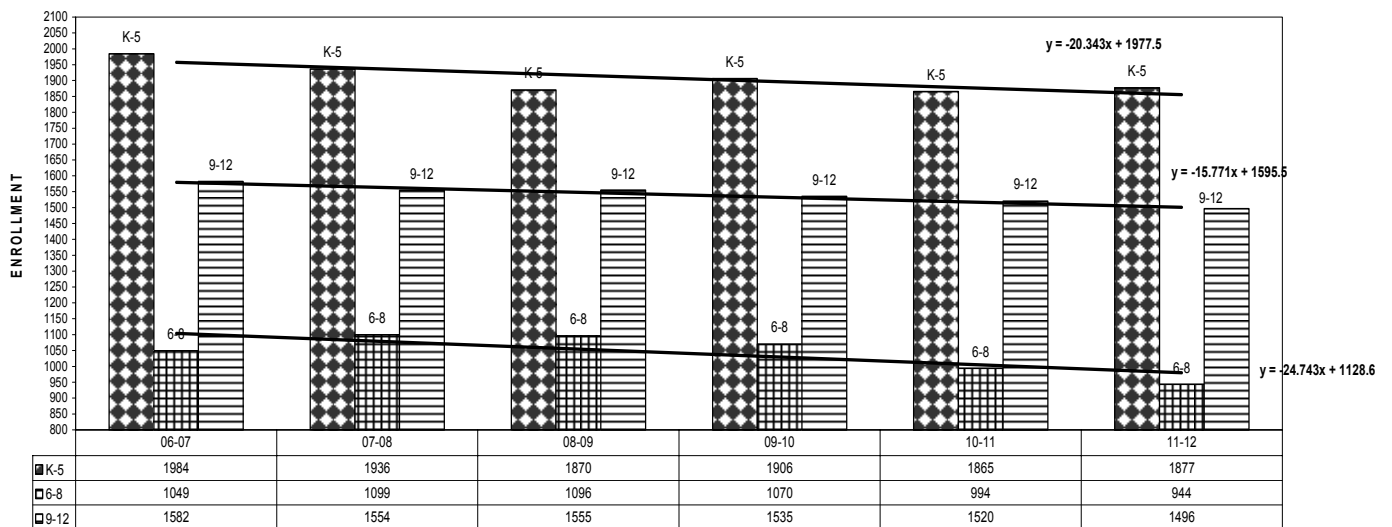


Chart One-C illustrates the historical pattern of K-5, 6-8, and 9-12 enrollments since 2005. Note the decreasing trend lines for grades K-5 and 6-8. As this ‘generation’ of K-8 pupils cycle through the elementary and middle schools, it is likely that high school grades 9-12 will experience decreasing enrollments over the next eight years.

CHART ONE-C: HISTORICAL K-5, 6-8, 9-12 ENROLLMENT 2006-2011



Charts One-D, E, F and G graphically represent the net percentage changes in enrollment from 2005 through 2011 for grades K-12, 9-12, 6-8 and K-5 respectively.

ENROLLMENT DATA

CHART ONE-D: K-12 ENROLLMENT CHANGE 2006-2011

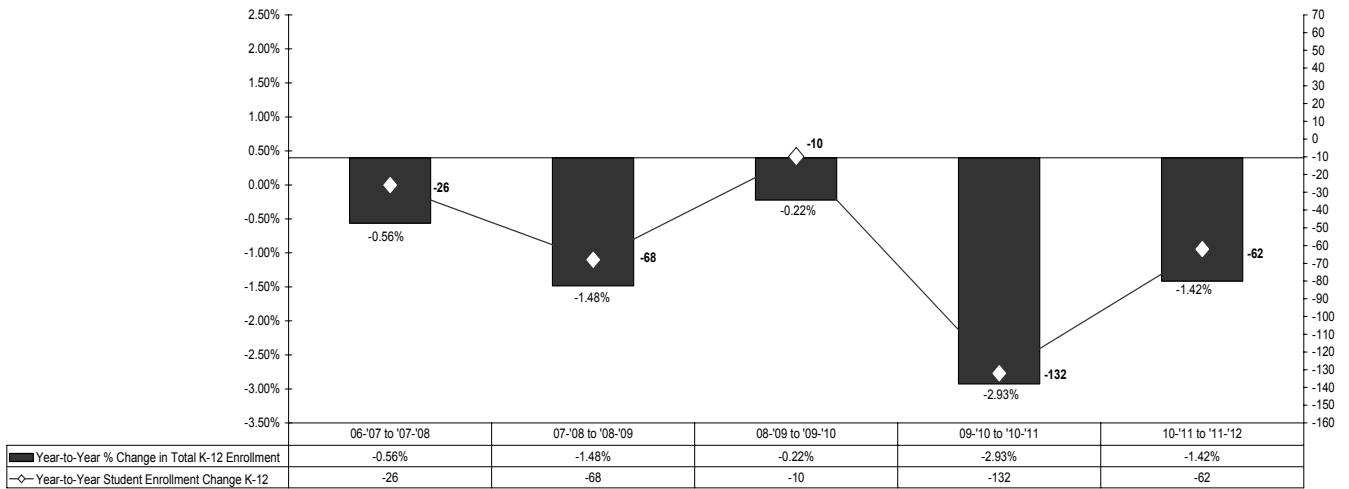


CHART ONE-E: 9-12 ENROLLMENT CHANGE 2006-2011

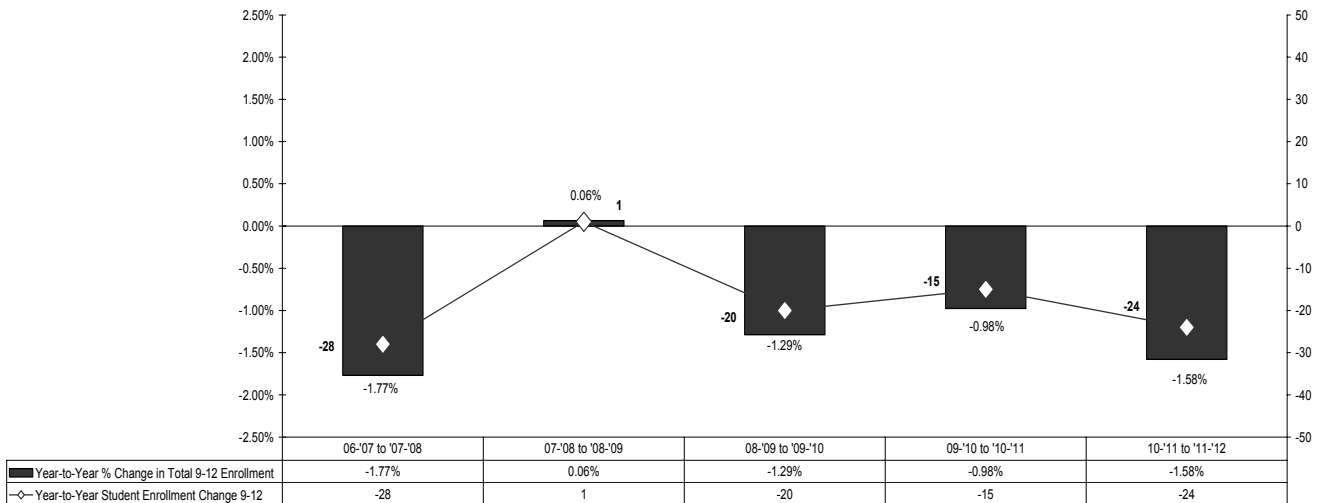
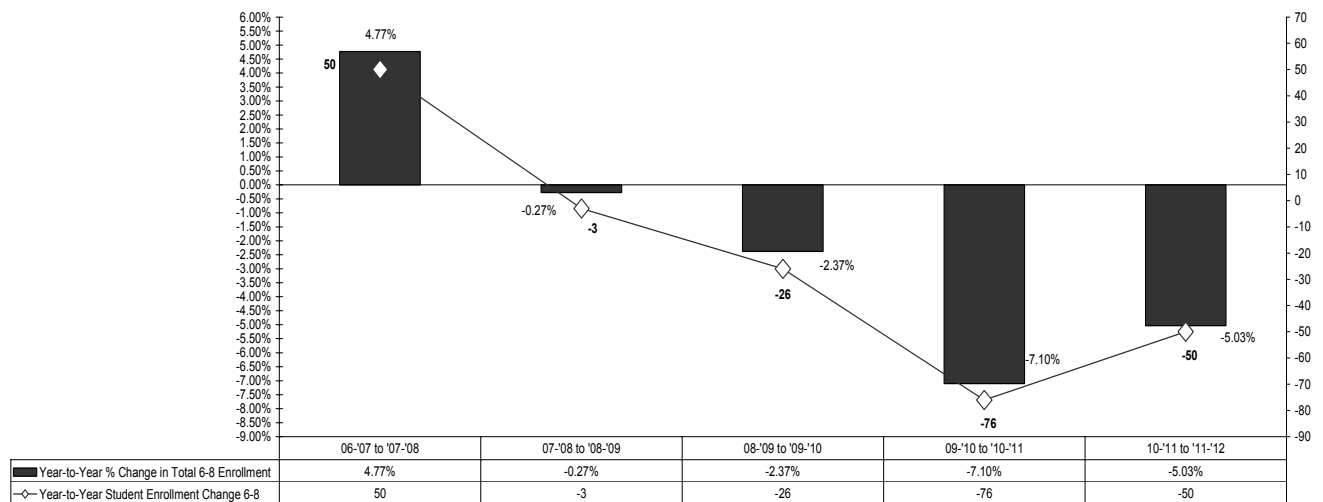
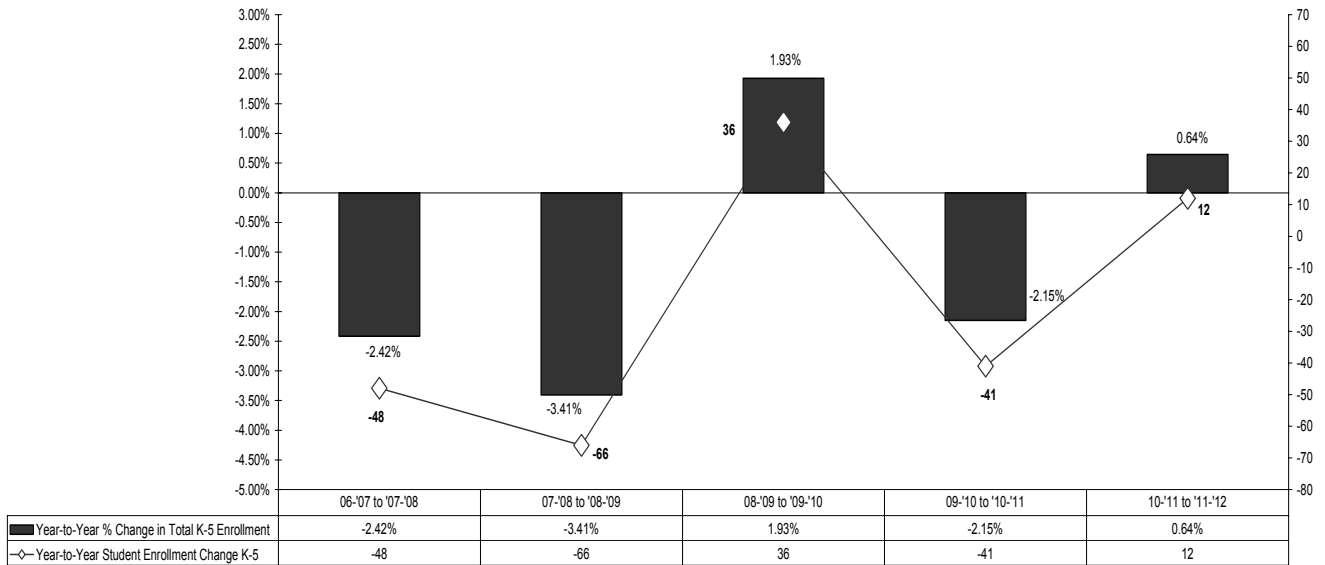


CHART ONE-F: 6-8 ENROLLMENT CHANGE 2006-2011



ENROLLMENT DATA

CHART ONE-G: K-5 ENROLLMENT CHANGE 2006-2011



DISTRICT ENROLLMENT AREA AND DISTRICT LIVE BIRTHS

Table 1 that follows lists live birth data from 2002 through 2009 for Rensselaer County and all of the towns that make up the ‘catchment area’ of the East Greenbush School District. For example, in the case of the Town North Greenbush in 2010, 34.92% of the residential parcels in the town are in the East Greenbush School District. From 2002 through 2009, 54.55% of all of the births recorded for the towns in the school district “catchment area” are East Greenbush residents. Similarly, 16.26% of the births in Rensselaer County are from the East Greenbush Central School District enrollment area over the same time period.

The annual average of live births in the school district since 2002 is 282. The median is 284. The range is from 308 to 261 over the nine years from 2002 through 2010.

Table 2 lists the annual East Greenbush kindergarten enrollments since 2001.

ENROLLMENT DATA

TABLE 1
LIVE BIRTHS IN THE CATCHMENT AREA SERVED BY THE
EAST GREENBUSH CENTRAL SCHOOL DISTRICT
AS REPORTED BY THE NEW YORK STATE DEPARTMENT OF HEALTH
2002-2010

TOWN	2002	2003	2004	2005	2006	2007	2008	2009	2010	TOTAL
BIRTHS IN EACH MUNICIPALITY										
RENSSELAER COUNTY										
East Greenbush 99.46%	155	151	190	159	172	166	154	177	na	1324
Nassau 42.10%	54	56	43	47	38	52	54	52	na	396
North Greenbush 34.92%	96	103	106	106	92	111	97	103	na	814
Sand Lake 4.58%	54	76	77	54	84	83	69	66	na	563
Schodack 50.87%	122	117	142	124	113	100	119	130	na	967
Nassau Village 100.00%	11	13	9	6	8	14	11	16	na	88
<i>Percentages reflect the share of residential parcels in the town that are located in the school district.</i>										
TOTAL BIRTHS IN CATCHMENT AREA	492	516	567	496	507	526	504	544		4152
NYS HEALTH DEPARTMENT 'LIVE BIRTHS BY SCHOOL DISTRICT'	265	289	308	296	267	295	261	284	269	2534
DISTRICT/CATCHMENT AREA LIVE BIRTH RATIO	53.86%	56.01%	54.32%	59.68%	52.66%	56.08%	51.79%	52.21%		54.421%
RENSSELAER COUNTY TOTAL BIRTHS	1671	1767	1741	1730	1707	1851	1723	1772		13962
DISTRICT/RENSSELAER COUNTY LIVE BIRTH RATIO	15.86%	16.36%	17.69%	17.11%	15.64%	15.94%	15.15%	16.03%		16.258%

TABLE 2
KINDERGARTEN ENROLLMENT OF THE EAST GREENBUSH CENTRAL SCHOOL DISTRICT
2001-2011

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
287	318	295	295	313	322	295	332	328	293	297

Figure One charts the live birth data for Rensselaer County since 2002. *Figure Two* charts the live birth data for the East Greenbush School District enrollment area. The annual totals of live births in Rensselaer County have trended upward from 2002 to 2009; slope of +9.4524. The illustration in *Figure Two* of the pattern of live births in the enrollment area of the East Greenbush School District from 2002 through 2010 is slightly declining (slope of -1.5667). *Figure Two-B* illustrates the pattern of live births in the East Greenbush School District for the six years from 2005 through 2010. The rate of decline is more pronounced (-3.3714 slope) over the past six years compared to the live births pattern for the district over the past nine years (-1.5667 slope).

ENROLLMENT DATA

FIGURE ONE: RENSSELAER COUNTY LIVE BIRTHS 2002-2009

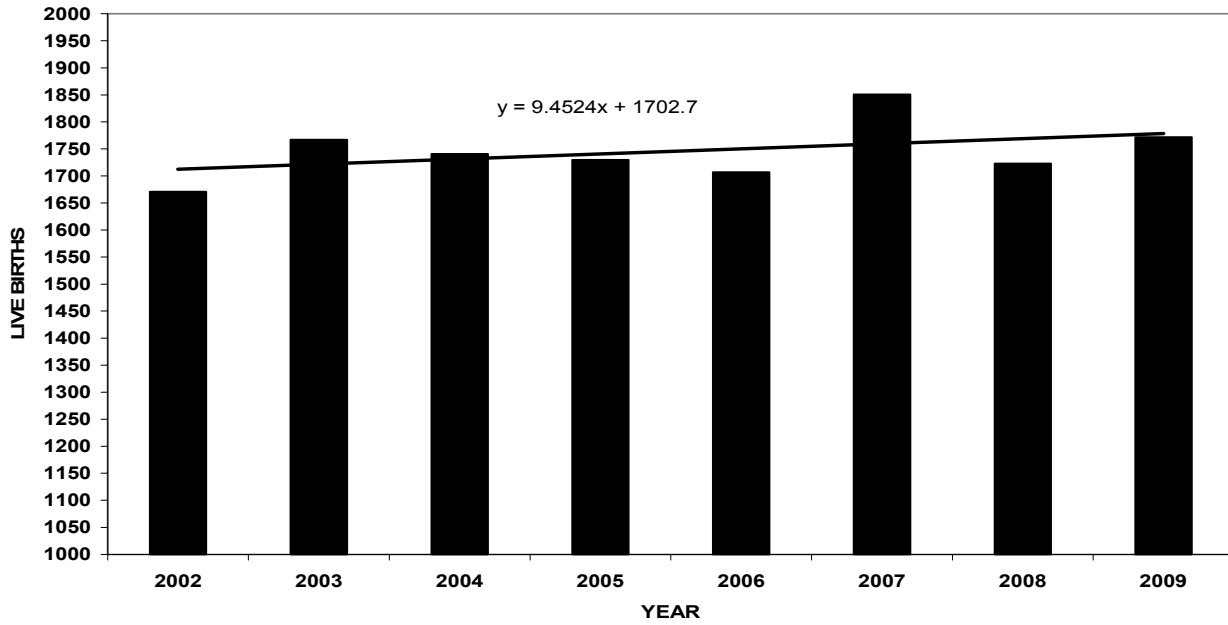
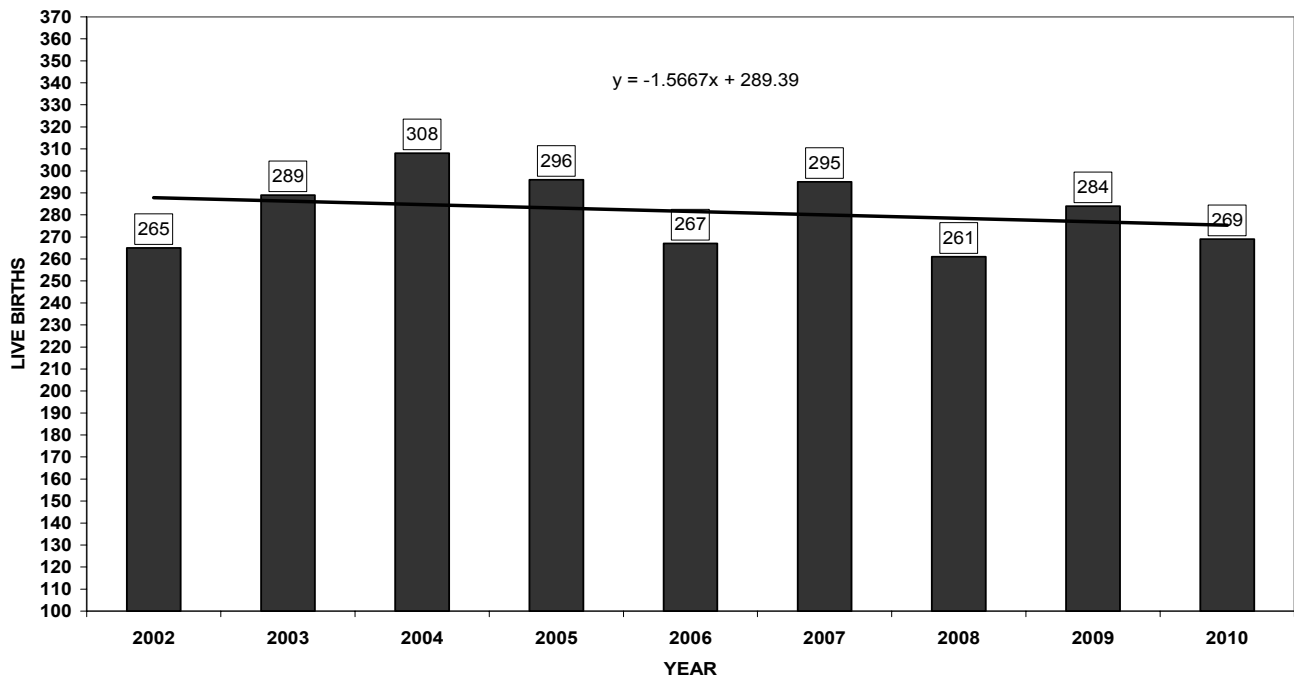


FIGURE TWO: EAST GREENBUSH CS ENROLLMENT AREA LIVE BIRTHS 2002-2010



ENROLLMENT DATA

FIGURE TWO-B: EAST GREENBUSH CS ENROLLMENT AREA LIVE BIRTHS 2005-2010

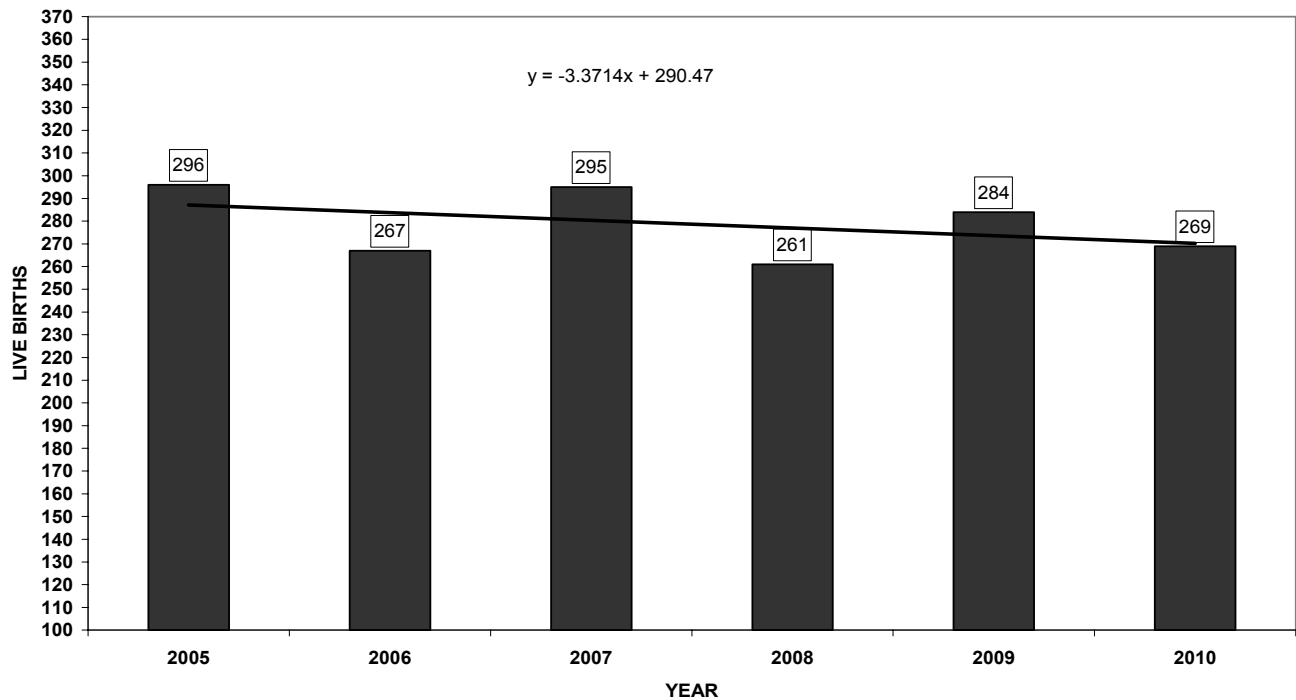


Figure Four charts the pattern of live births over the past eight years for Rensselaer County and the number of live births for the school district enrollment area and the ‘catchment area’ for the district in one illustration. The trend lines demonstrate the difference in the rates of live birth increases in the school district, the towns and villages in which the district is located, and the County as a whole. The live births in the district *enrollment area* are in a decreasing pattern compared to the increasing rates of live birth growth in the County and charted for the school district “catchment area” (towns in which East Greenbush is located).

This suggests that the patterns of live births of other school districts that also serve the same “catchment area” towns are at a higher rate than the pattern of live births in the areas of the respective towns served by East Greenbush School District.

ENROLLMENT DATA

FIGURE FOUR: EAST GREENBUSH SD ENROLLMENT AREA, CATCHMENT AREA, AND RENSSELAER COUNTY BIRTH TRENDS 2002-2010

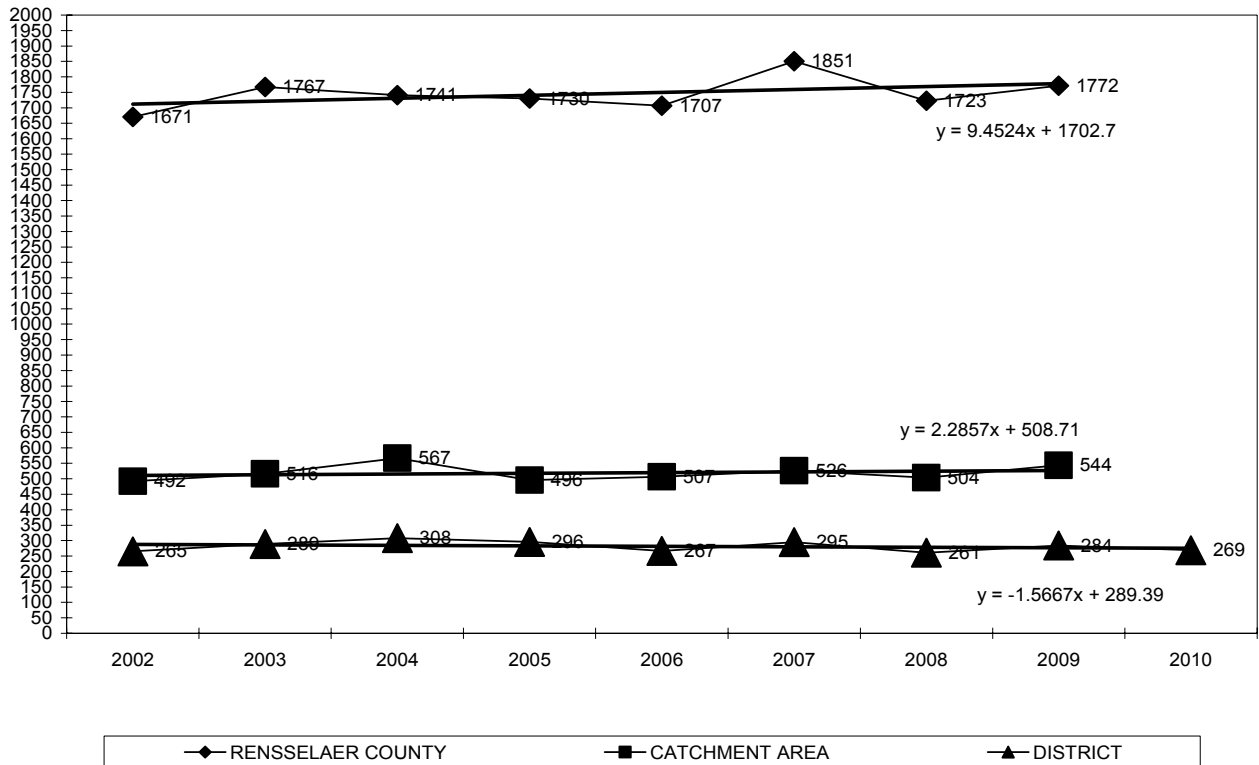


Figure Five-A illustrates the estimated pattern of live births in the district for 2011-2015 as a projected extension of the pattern of live births recorded for 2002-2010. The historical pattern of live births is slightly decreasing (slope -1.5667) for the nine years.

Figure Five-B charts the live births in the school district enrollment area over the past six years instead of over nine years as in *Figure Five-A*. The six years of live births from 2005 through 2010 are illustrated by a negative trend line sloped at -3.3714. Are the past six years of live birth numbers in the district the beginning of a decreasing live birth pattern over the next five years?

ENROLLMENT DATA

FIGURE FIVE-A: LIVE BIRTHS IN THE EAST GREENBUSH SCHOOL DISTRICT ENROLLMENT AREA 2002-2010

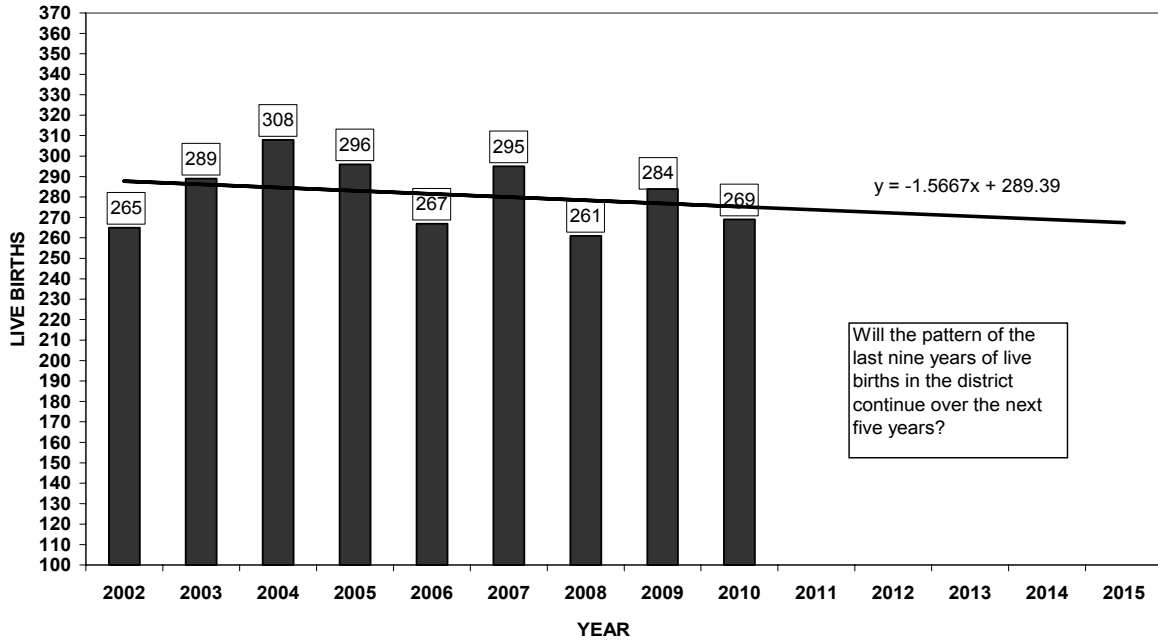
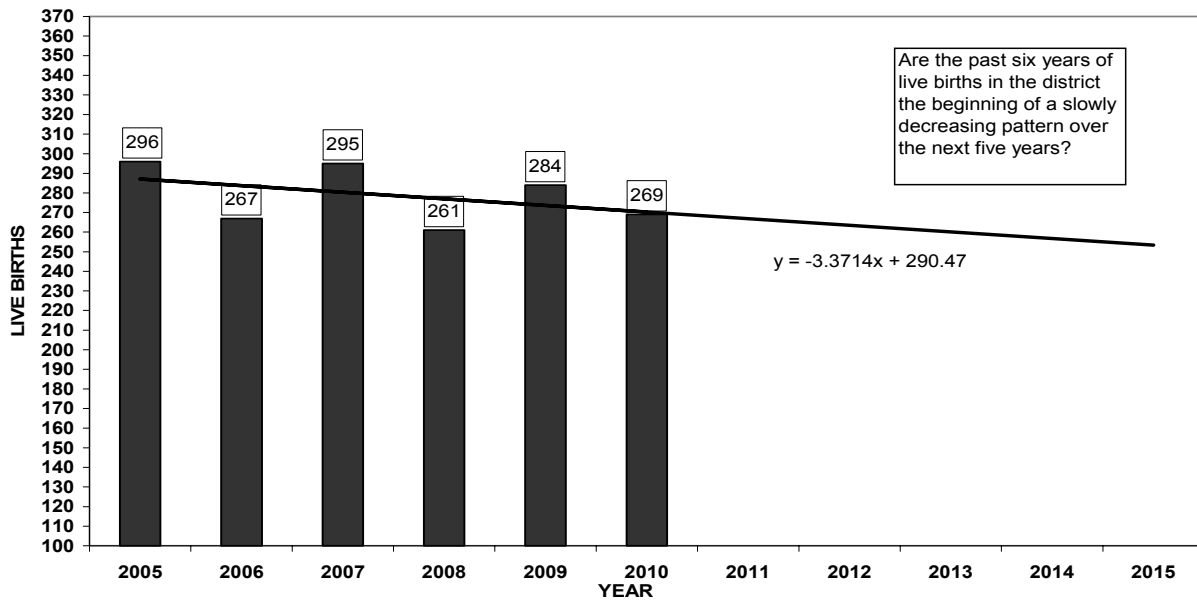


FIGURE FIVE-B: LIVE BIRTHS IN THE EAST GREENBUSH SCHOOL DISTRICT ENROLLMENT AREA 2005-2010

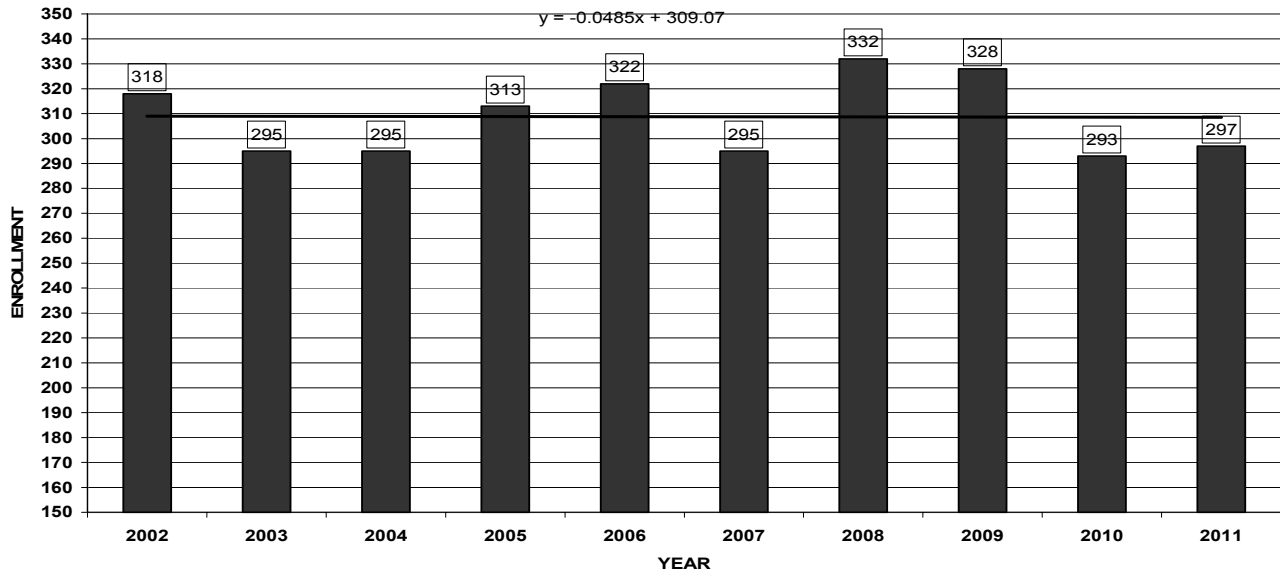


ENROLLMENT DATA

DISTRICT KINDERGARTEN ENROLLMENTS AND DISTRICT LIVE BIRTHS

Figure Six charts the East Greenbush School District kindergarten enrollment from 2002 through 2011. There is a stable (very slightly decreasing) pattern of kindergarten enrollments over the past ten years (slope -0.0485).

FIGURE SIX: EAST GREENBUSH CS KINDERGARTEN ENROLLMENT 2002-2011



Viewing kindergarten enrollment data over the past ten years in two five year sets may imply a perspective about future kindergarten enrollments over time. It provides a basis from which to make inferences about the relationship between district live births and district kindergarten enrollments, and how the effect of potential new population to the district due to new housing or a positive existing housing market may have on kindergarten enrollments.

Figure Seven-A illustrates an increasing pattern of kindergarten enrollments at East Greenbush Central from 2002 through 2006 (slope $+2.6$).

Figure Seven-B illustrates a decreasing pattern of kindergarten enrollments at East Greenbush Central from 2007 through 2011 (slope -3.5). Will the overall pattern of ten years of stable (-0.04 slope) kindergarten enrollment in the East Greenbush continue into the future? Will the decreasing rate of kindergarten enrollment growth since 2007 continue into the future?

ENROLLMENT DATA

FIGURE SEVEN-A: EAST GREENBUSH CENTRAL KINDERGARTEN ENROLLMENT 2002-2006

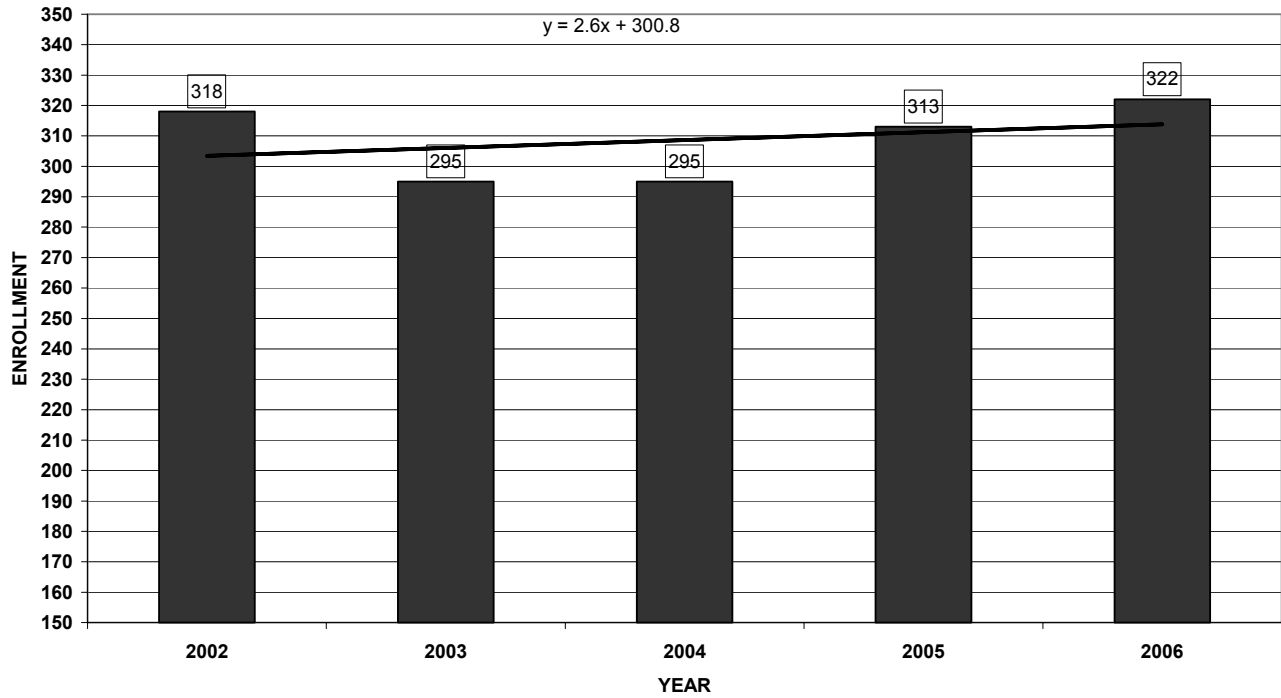
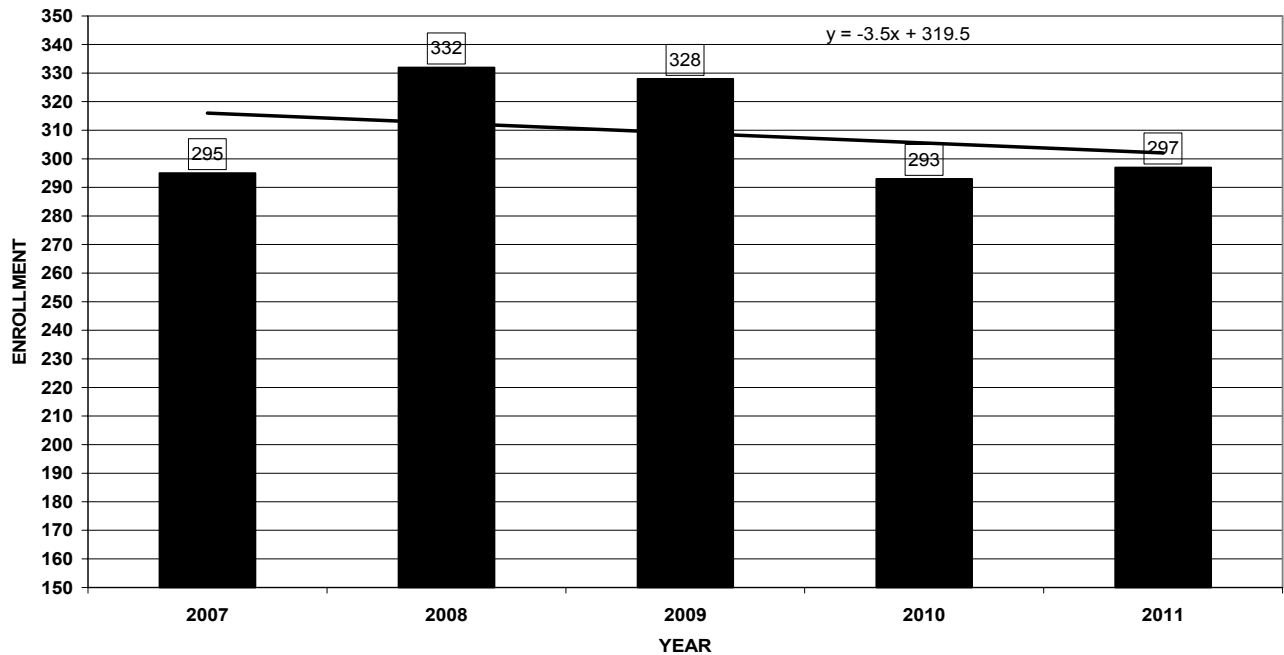
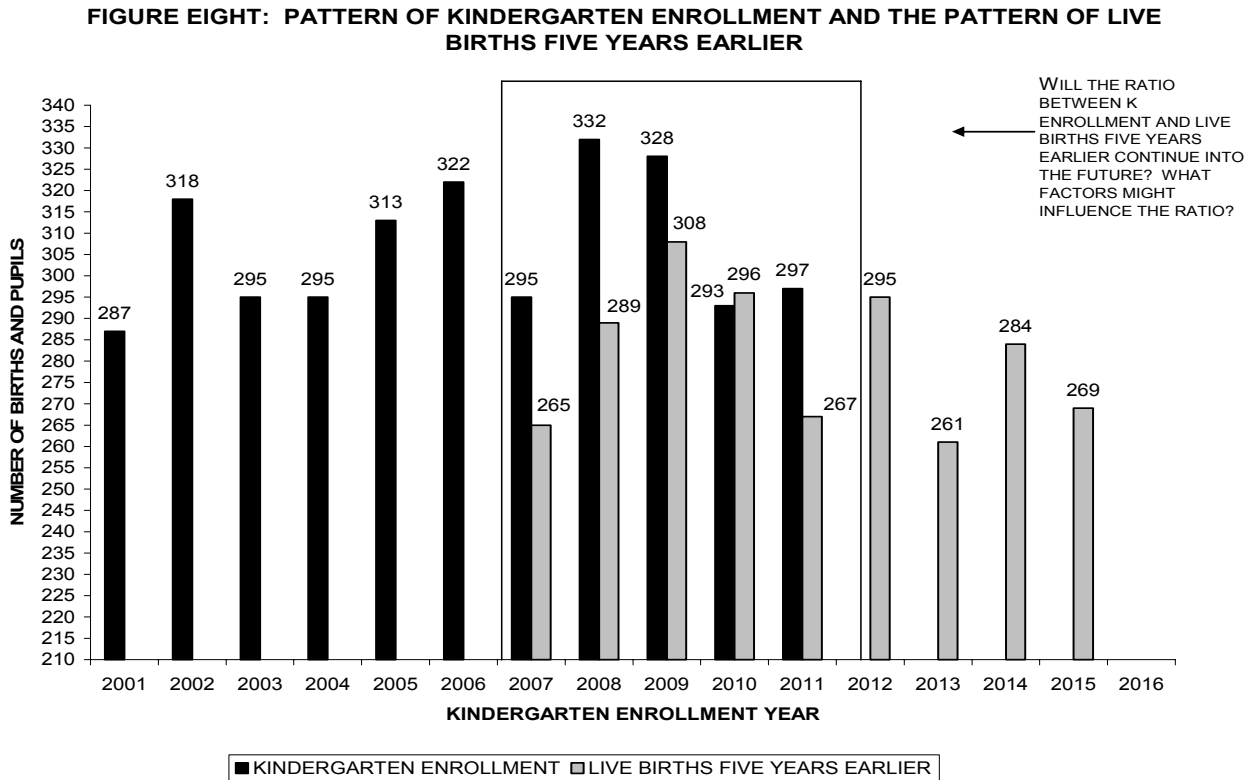


FIGURE SEVEN-B: EAST GREENBUSH KINDERGARTEN ENROLLMENT 2007-2011



ENROLLMENT DATA

One way to suggest possible answers to the questions is to compare the pattern of kindergarten enrollments at East Greenbush with the documented live births recorded for the East Greenbush School District enrollment area five years earlier each kindergarten enrollment year. The *Figure Eight* below illustrates the pattern of kindergarten enrollments and the pattern of live births five years earlier.



In 2007 there were 295 East Greenbush kindergarten enrollees. Five years earlier in 2002 there were 265 live births recorded for the school district enrollment area. A limitation to the analysis is that accurate, geocoded, annual live birth data for the school does not exist before 2002. Therefore, comparing kindergarten enrollment numbers with births five years earlier in the district can only reliably be done for five years; 2007, 2008, 2009, 2010 and 2011. Given the kindergarten-live-birth ratios for 2007-2011, can the pattern of those ratios suggest what might be the kindergarten enrollments in years 2012 through 2016?

The live birth data officially recorded by the NYS Health Department for Rensselaer County, the towns and villages that make up the East Greenbush School District, and for the school district enrollment area do provide a documented population factor that can be charted and statistically used to forecast estimated future kindergarten enrollments in the school district. There are no data to identify specific kindergarten enrollments from 2006 through 2011 of children not born in the enrollment area served by East Greenbush Central and are from families who moved to the school district. Similarly, there are no data to determine specifically how many children born in the school district enrollment area in the years 2001-2005 moved from the area and, therefore, did not enroll in East Greenbush Central kindergarten classes for each year from 2006 through 2011. The study initially assumes that the migration of students both into and out of the towns and the district will continue in a similar manner as it has during the years since 2001.

ENROLLMENT DATA

The *base cohort* enrollment projection calculations of the study assume the live birth trends and kindergarten trends described above will continue in the same pattern into the future.

KINDERGARTEN ENROLLMENT FORECASTS

Estimating future kindergarten enrollments is the most speculative aspect of projecting K-12 enrollments. However, analyzing historical annual kindergarten enrollments in concert with historical annual live birth data and patterns do reveal a set of defensible estimates of future kindergarten enrollments. These estimated future kindergarten enrollments then can be included in the base cohort survival statistic application to project future K-12 enrollments.

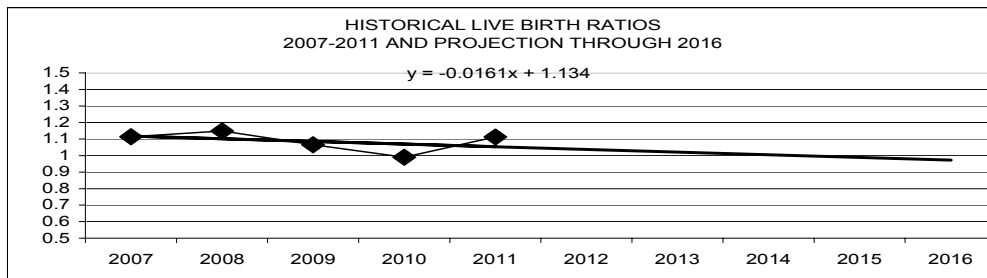
In order to forecast future kindergarten enrollments, *Table 3* of the study first compares the East Greenbush Central kindergarten annual enrollments from 2007 to 2011 to the annual live births in the school district from 2002 to 2006. Ratios are calculated to determine the annual historical pattern of kindergarten enrollment in the East Greenbush School District compared to all the children born five years earlier in the catchment area served by the school district. The mathematical comparison of each annual kindergarten enrollment with the total live births five years earlier in the East Greenbush enrollment area results in a set of ratios. For example, in 2009 there were 328 students enrolled in the kindergarten class. In 2004, there were 308 live births in the enrollment area of the school district. A ratio of 1.06 results from comparing the 2009 kindergarten enrollment of 328 students with the 308 total live births five years earlier. That is, about 106% of the year 2004 live births in the East Greenbush Central enrollment area became East Greenbush Central kindergartners in 2009.

From 2002 through 2006 there were 1425 births in the East Greenbush Central enrollment area. From 2007 through 2011 there were 1545 kindergarten enrollments. The live-birth-kindergarten ratio for this five year period is 1.084211. The mean ratio is 1.085831. The median is 1.11236. The annual live-birth-kindergarten ratios are subject to at least four variables: one, the number of live births resident in the district; two, the number of preschoolers born in the district who move from the district and do not enroll at East Greenbush Central; three, the number of pre-schoolers who move to the district and enroll in the district for kindergarten; and four, the number of preschoolers born in the district or move to the district who do not attend public school for kindergarten.

ENROLLMENT DATA

TABLE 3
RATIOS OF KINDERGARTEN ENROLLMENTS (2007-2011)
OF THE EAST GREENBUSH SCHOOL DISTRICT
AND LIVE BIRTHS FIVE YEARS EARLIER (2002-2006)
IN THE ENROLLMENT AREA
OF THE DISTRICT

COMPARISON YEARS	K ENROLL	LIVE BIRTHS ENROLLMENT AREA	KIND/ BIRTHS RATIO
2007 K STUDENTS TO 2002 BIRTHS	295	265	1.113208
2008 K STUDENTS TO 2003 BIRTHS	332	289	1.148789
2009 K STUDENTS TO 2004 BIRTHS	328	308	1.064935
2010 K STUDENTS TO 2005 BIRTHS	293	296	0.989865
2011 K STUDENTS TO 2006 BIRTHS	297	267	1.11236



A similar pattern of ratios over 1.0 is found when the total spring registration for kindergarten enrollment for the following fall is compared to the number of pupils who actually enroll and attend kindergarten in the fall. The district is commended for keeping accurate records with regard to spring kindergarten registration for school years 2002-2011. Listed below are the data.

Historical Pattern of Kindergarten Registration in the Spring

Charting the spring kindergarten registration data and the corresponding fall kindergarten enrollment data illustrates the historical pattern of the relationship between the number of spring registrants and kindergarten enrollments the following fall.

ENROLLMENT DATA

HISTORICAL PATTERN OF KINDERGARTEN REGISTRATION IN THE SPRING AND KINDERGARTEN ENROLLMENTS IN THE FOLLOWING FALL

SCHOOL YEAR	SPRING (thru MAY) REGISTRATIONS	KINDERGARTEN ENROLLMENT	RATIO: K ENROLLMENTS TO SPRING (MAY) REGISTRATIONS
2002-2003	336	318	0.946429
2003-2004	253	295	1.166008
2004-2005	277	295	1.064982
2005-2006	262	313	1.194656
2006-2007	299	322	1.076923
2007-2008	272	295	1.084559
2008-2009	289	332	1.148789
2009-2010	282	329	1.166667
2010-2011	256	293	1.144531
2011-2012	256	297	1.160156

The mean ratio that expresses the relationship since 2002 between the annual number of spring kindergarten registrants through the month of May with the annual number of kindergarten enrollments in the following fall is 1.115. The median ratio since 2002 is 1.146.

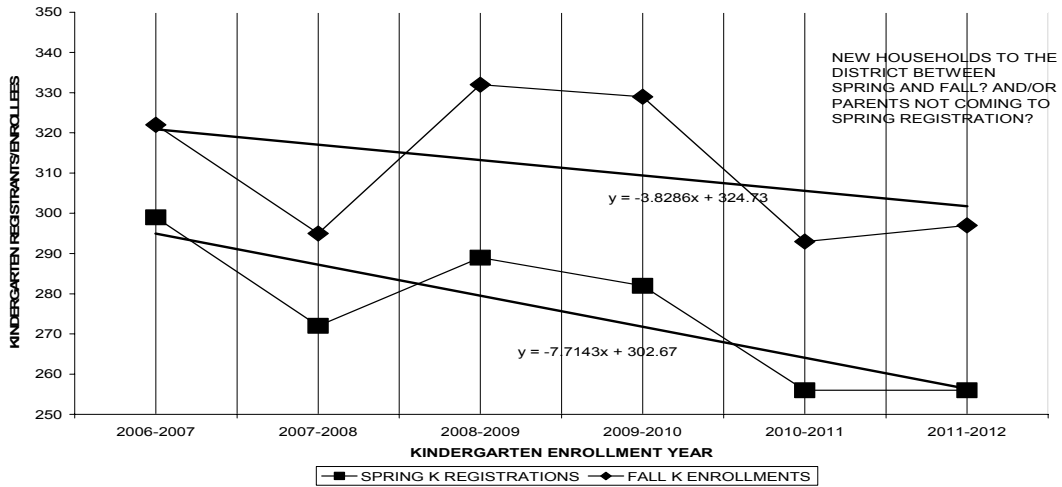
On average over ten years there is about an 11% increase in the number of kindergarten enrollments in the fall compared to the number of registrations that occur during formal spring registration through May. This difference implies the influence of two variables. One is that there is on-average a consistent set of recalcitrant resident parents who do not register their preschoolers for kindergarten in the spring and/or a second variable is that there is on-average a consistent new set of households with preschoolers who move to the district between spring registration and the beginning of kindergarten in the fall of the same year.

In either case, the pattern of annual ratios derived from comparing spring registrations and fall kindergarten enrollment is another tool for planning by the district. On average over the past six school years from 2006 through the current 2011 school year, there is about a 13% increase in the number of kindergarten enrollments in the fall compared to the number of registrations that occur during formal spring registration through May. The median percentage increase over six years is 14.6%. This six school year pattern of the comparative data suggests that the district can expect about 13% more kindergarten enrollments in the fall compared to the number of spring registrants in May.

The chart below compares the kindergarten registration through the month of May in a given year with the kindergarten enrollment in September. The sharper decreasing pattern of registrations through May compared to the decreasing pattern of kindergarten enrollments in September, suggests that families are waiting longer past May to register children for the new school year.

ENROLLMENT DATA

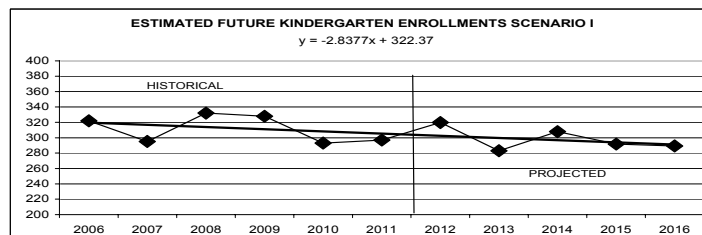
**COMPARISON OF KINDERGARTEN SPRING REGISTRATION THROUGH MAY
WITH FALL KINDERGARTEN ENROLLMENT**



The historical kindergarten enrollments of the East Greenbush School District and historical live birth data are analyzed three ways. The three analyses form the basis for three kindergarten enrollment forecasts. The three kindergarten forecasts are used to develop Low, Mid, and a High K-12 enrollment projection calculations. One forecast (**Table 4**) of future kindergarten enrollments assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past six years since 2005. It also assumes that the overall kindergarten enrollment to live birth ratio for the years 2007 through 2011 (1.084211) is an historically based ratio that is possible to expect in the future. Forecast scenario one is the basis for the high range enrollment projection calculations with a view of five years into the future.

TABLE 4
PROJECTED EAST GREENBUSH 2012-2021 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2005 THROUGH 2010, AND (B) THE RATIO DERIVED FROM TOTAL ENROLLMENT AREA LIVE BIRTHS ('02-'06) AND TOTAL DISTRICT KINDERGARTEN ENROLLMENT ('07-'11)

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	K-ENROLL TO LIVE BIRTH RATIO '07-'11
2012	320	2007	295	1.084211
2013	283	2008	261	1.084211
2014	308	2009	284	1.084211
2015	292	2010	269	1.084211
PROJECTED LIVE BIRTHS				
2016	289	2011	267	1.084211
2017	286	2012	263	1.084211
2018	282	2013	260	1.084211
2019	278	2014	257	1.084211
2020	275	2015	253	1.084211
2021	271	2016	250	1.084211

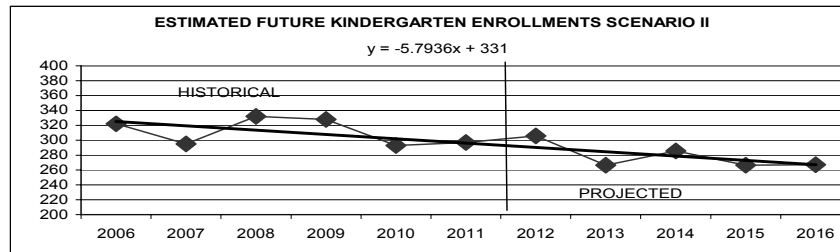


ENROLLMENT DATA

A second forecast of estimated future kindergarten enrollments (*Table 5*) assumes that the live births in the school district enrollment area will continue in the same pattern as it has for the past nine years since 2002. It also assumes that the pattern of the live-birth-to-kindergarten ratios for the years 2007-2010 will continue into the future. Forecast scenario two is the basis for the low range enrollment projection calculations with a view of five years into the future.

TABLE 5
PROJECTED CAMDEN 2012-2021 KINDERGARTEN ENROLLMENTS BASED UPON (A) THE EXPONENTIAL TREND ANALYSIS OF THE NINE YEAR HISTORICAL PATTERN OF ENROLLMENT AREA LIVE BIRTHS FROM 2002 THROUGH 2010, AND (B) THE EXPONENTIAL TREND ANALYSIS OF THE KINDERGARTEN-TO-LIVE-BIRTH RATIOS FOR THE SCHOOL YEARS 2007-2011

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO LIVE BIRTH RATIO
2012	306	2007	295	1.03656
2013	267	2008	261	1.021084
2014	286	2009	284	1.00584
2015	267	2010	269	0.990824
PROJECTED LIVE BIRTHS				
2016	267	2011	274	0.976031
2017	262	2012	272	0.96146
2018	256	2013	271	0.947106
2019	251	2014	269	0.932966
2020	246	2015	267	0.919038
2021	241	2016	266	0.905317

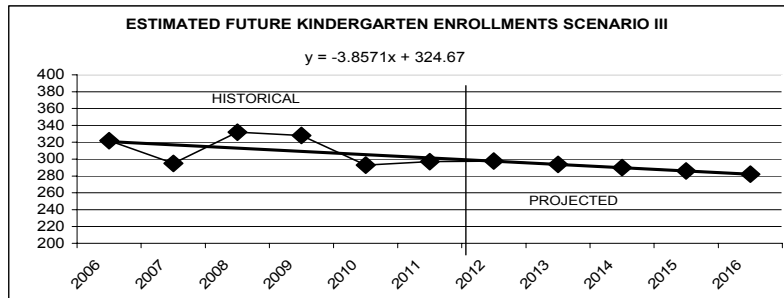


A third forecast of kindergarten enrollments assumes that future kindergarten enrollments will follow the pattern of kindergarten enrollments from 2006 through 2011 without reference to live birth trends or kindergarten-to-live-birth ratio patterns (*Table 6*). Forecast scenario three is the basis for the mid range enrollment projection calculations with a view of five years into the future.

ENROLLMENT DATA

TABLE 6
PROJECTED EAST GREENBUSH SCHOOL DISTRICT
2012-2021 KINDERGARTEN ENROLLMENTS
BASED UPON AN EXPONENTIAL TREND ANALYSIS
OF THE HISTORICAL PATTERN OF KINDERGARTEN ENROLLMENT
DATA FOR THE PAST SIX YEARS 2006-2011

YEAR	PROJECTED K-ENROLL.	YEAR	LIVE BIRTHS ENROLL. AREA	EST. K-ENROLL TO ENROLL. AREA LIVE BIRTH RATIO
2012	298	2007	295	1.00904
2013	294	2008	261	1.125707
2014	290	2009	284	1.020959
2015	286	2010	269	1.063551
PROJECTED LIVE BIRTHS				
2016	282	2011		
2017	278	2012		
2018	275	2013		
2019	271	2014		
2020	267	2020		
2021	263	2020		



BASELINE K-12 ENROLLMENT PROJECTIONS

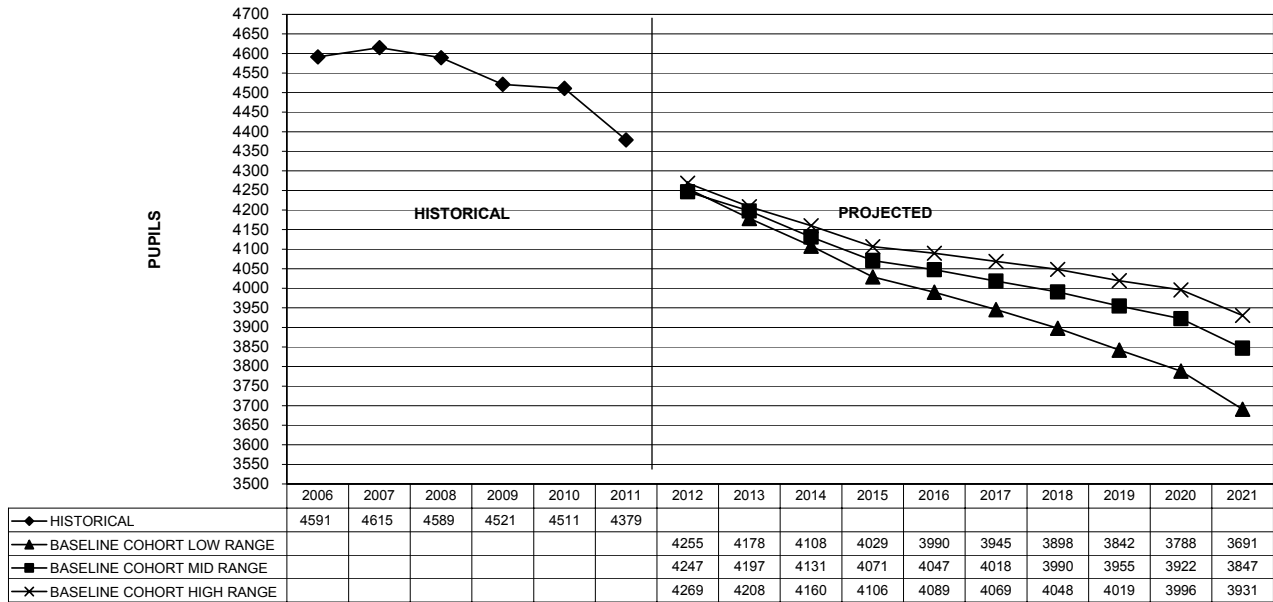
Tables 7A, B, and C in the *Figures, Tables, Charts Appendix* present Low, Mid, and High range K-12 enrollment projections calculated using the cohort survival statistic. Each calculation is based on historical K-12 enrollments as reported by the school district for each of the school years 2006-2007 through 2011-2012. The historical enrollment data are used to calculate ‘percentage of survival’ ratios for each grade level K-12. The ratios quantify the rate of change in number of students in a particular grade level compared to the number of students in the next higher grade level in the following year. The ‘survival ratios’ are averaged for each grade level from 2006-2007 through 2011-2012. The six-year average ratios for each grade level are used to calculate estimated future grade 1-12 enrollments through 2021-22.

The Base Cohort Enrollment Projections Summary in the **Appendix** lists the K-5, 6-8 and 9-12 base cohort enrollment projections for the years 2012-2013 through 2021-2022 applying the cohort survival statistic and the three forecast scenarios to estimate future kindergarten enrollments.

The chart below illustrates the K-12 enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios.

ENROLLMENT DATA

GRADES K-12 ESTIMATED BASELINE COHORT ENROLLMENT PROJECTIONS 2012-2021



DISTRICT ENROLLMENT AND HOME-SCHOOL/NON-PUBLIC ENROLLMENT

There are no pending applications for new charter schools in the Capital Region. There are no reports of private schools opening or closing within the East Greenbush School District. There are 7 pupils who are residents of the school district and are attending charter schools. Four charter schools within the catchment area of the East Greenbush CSD are planning to expand. They are:

Albany Leadership Charter School for Girls	Expanding to serve grade 12 in 2012-2013
Brighter Choice Middle School for Boys	Expanding to serve grades 7-8 in 2013-2014
Brighter Choice Middle School for Boys	Expanding to serve grades 7-8 in 2013-2014
True North Troy Preparatory	Expanding to serve grade 8 in 2012-2013

The district reports the following historical total private school and home-school enrollment data for the school years 2003-2004 through 2010-2011. The table compares annual private school enrollments and home school enrollments with the total K-12 enrollment in the East Greenbush School District.

ENROLLMENT DATA

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2011	2010-2011
Private School Enrollment K-12	192	212	209	215	201	205	197	205
K-12 Enrollment East Greenbush	4619	4579	4591	4615	4589	4521	4511	4317
<i>Private School Enrollment as a Percentage of Public School Enrollment</i>	4.2%	4.6%	4.6%	4.7%	4.4%	4.5%	4.4%	4.7%
Home School Enrollment K-12	42	34	43	52	31	42	44	60
K-12 Enrollment East Greenbush	4619	4579	4591	4615	4589	4521	4532	4317
<i>Home School Enrollment as a Percentage of Public School Enrollment</i>	.9%	.7%	.9%	1.1%	.7%	.9%	1%	1.4%
Total Non-public/home School Enrollment K-12	234	246	252	267	232	247	241	265
K-12 Enrollment East Greenbush	4619	4579	4591	4615	4589	4521	4511	4317
<i>Total Non-public/home School Enrollment as a Percentage of Public School Enrollment</i>	5.1%	5.4%	5.5%	5.8%	5.1%	5.5%	5.3%	6.1%

It is assumed that the private school and home school enrollment data listed above are consistent variables and have already been incorporated into the pattern of historical public school enrollments since 2003. In 2010-2011, there were 24 more pupils who attended a private school or a home school compared to the 2009-2010 school year. No changes, at this time, are made to the baseline enrollment projection calculations because of the pattern of private school enrollments projected for the future. The district may wish to take a more conservative approach in looking at future enrollment of new school-aged population generated by the estimated influence of the new family residence market in the district. A conservative assumption based on the pattern of private/home schooled enrollment over the past six years is that about 5.5% of any new school-aged population estimated to move to the district will attend non-public schools or choose home schooling instead of the public school system.

ENROLLED TUITION STUDENTS

The North Greenbush Common School District and the Wynantskill Union Free School District pay tuition for their students who wish to attend the East Greenbush Central School District. Listed below are the numbers of students tuitioned to East Greenbush for the past three years.

	2009-2010		2010-2011		2011-2012	
	North Greenbush	Wynantskill	North Greenbush	Wynantskill	North Greenbush	Wynantskill
Grades K-8	17		24		20	
Grades 9-12	13	25	8	25	5	20
Sub-totals:	30	25	32	25	25	20
Grand Total:	55		57		45	

East Greenbush also allows other non-residents to pay tuition to enroll in the school programs. Such pupils number about five per year. All non-resident pupil enrollments are included in the cohort enrollment calculations and projections provided by the study. It is assumed that the pattern of non-resident pupil enrollments since 2004 will continue in a similar manner into the near future. No

ENROLLMENT DATA

changes, at this time, are made to the baseline projection estimates due to the pattern of enrolled tuitioned non-residents. Informal discussion with Wynantskill about a reorganization in collaboration with the East Greenbush school district has occurred in the recent past. Further discussion between the two districts along with the North Greenbush school district may be advantageous to all the students and to the respective communities.

DISTRICT ENROLLMENT AND DROPOUT RATES/NONCOMPLETION RATES

The latest available dropout rates for the grade 9 cohort years 2001-2006 and the noncompletion rates since 2004-2005 for the East Greenbush Central School District are charted below as published by the State Education Department.

EAST GREENBUSH CENTRAL SCHOOL DISTRICT HIGH SCHOOL GRADUATION RESULTS OF ALL STUDENTS OF GRADE 9 COHORT FOUR YEARS LATER

COHORT YEAR	STUDENT COUNT	% GRADUATED	IEP DIPLOMA	% STILL ENROLLED	TRANS. TO GED	% DROPPED OUT
2005 Total Cohort-August 2009 Outcome	412	83%	2%	6%	1%	9%

HIGH SCHOOL NONCOMPLETION RATES FOR ALL EAST GREENBUSH STUDENTS*

YEAR	# DROPPED OUT	% OF ENROLL	# ENTERED GED PROGRAM	% OF ENROLL	TOTAL NON-COMPLETERS	% OF ENROLL
04-05	28	2%	0	0	28	2%
05-06	36	2%	0	0	36	2%
06-07	35	2%	4	0	39	2%
07-08	46	2%	4	0	50	3%
08-09	39	2%	5	0	44	2%
09-10	20	1%	4	0	24	1%

*Noncompletion and GED rates are also recorded for 'Students with Disabilities' and 'General Education Students' separately by the SED starting in 2001-2002. The rates are combined in this summary chart and are reflective of 'All Students'.

The dropout rate and the 'noncompleter' rate protocol are factors to review as part of enrollment projection studies. The factors give insight about how many students leave enrollment before they become high school completers. A source of added school district enrollment is the success of the school district through program and academic intervention efforts in keeping existing enrollment as long as possible to culminate in high school graduation. Enrollment of students in a GED course of study is not viewed by SED as a program and academic intervention to keep enrollees in the 'public school system' since such GED enrollees are now identified as 'noncompleters.'

The East Greenbush grade-to-grade average survival ratios for grades 9 through grade 12 since 2006-2007 range from .937 to .986. The ratios reflect the retention rate of students who stay and complete high school from one year to the next and/or that students are moving into the school district and

ENROLLMENT DATA

enrolling at East Greenbush at a lower rate to the number of students who move out of the district or leave to enroll in a non-public school.

East Greenbush has committed program and curriculum efforts to achieve the New York State academic standards and graduation requirements for all students. A district initiative includes Operation Graduation. It is a small learning community within Columbia High School to work exclusively and intensely with students who are at-risk of not meeting their graduation requirements. The program is designed to serve primarily students who should be in their senior year. However, in extreme circumstances students in their third year of high school (juniors) are served by Operation Graduation.

The Middle School Alternative Program (MAP) is another major effort by East Greenbush to help all pupils graduate. The Board has approved the comprehensive effort and is working on how to fund the endeavor within constrained overall resources. MAP motivates students through positive educational experiences that encourage individual growth, provide differentiated curriculum opportunities. A major focus of MAP is on exploring career opportunities and gaining study, test taking and organization skills, and emotional support services.

The study suggests a possible enrollment scenario that estimates a positive impact on future enrollments as a result of successful implementation of these two programs along with academic intervention strategies and intervention response efforts integrated into the curriculum to help all East Greenbush pupils achieve high school completion. When a pupil falls below academic state standards, the district provides AIS services to help the pupil achieve the standard. Response to Intervention (RtI) is a school process that focuses on early *prevention* of academic difficulty particularly in the areas of reading and math. The RtI process helps to ensure appropriate instruction for all students; the monitoring of students' progress; and the provision of additional levels of instructional assistance (intervention) for students who require support. The study assumes that a measure of the outcomes of a systemic implementation of academic intervention strategies K-12 are increased survival ratios of pupils in grades nine through twelve when pupils turn sixteen years of age--the legal age a pupil may leave mandatory public education.

The study assumes in the AIS projection scenario that the average survival ratio for the following grade will increase over the next ten years because of the sustained, systemic implementation of comprehensive academic intervention services.

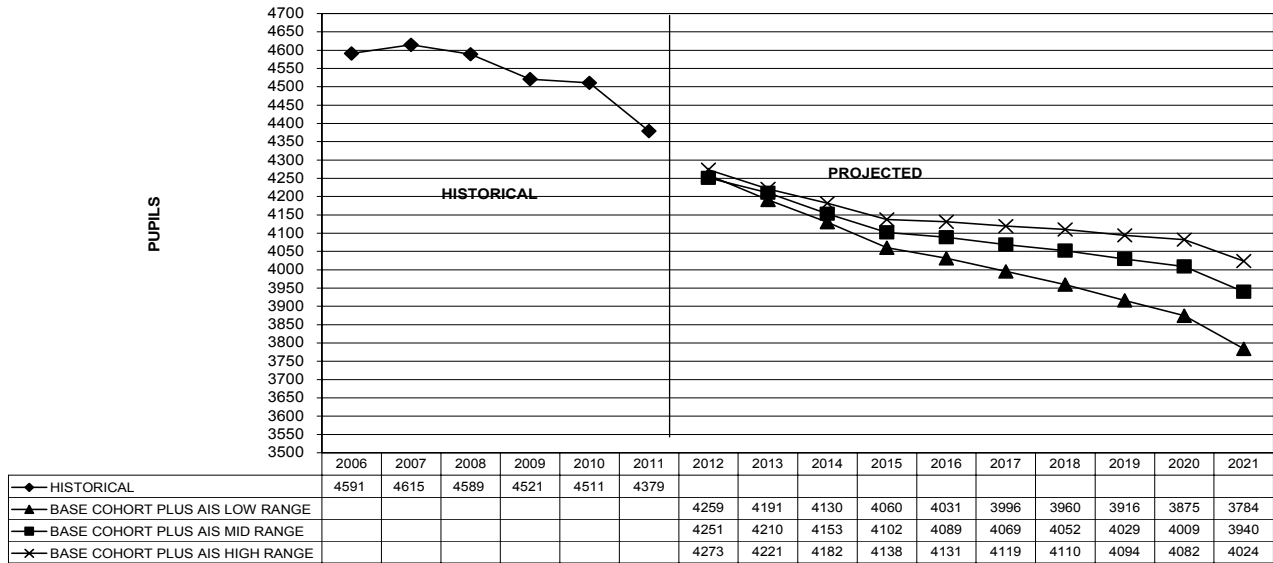
- Grade 9 to grade 10; an increased survival ratio from .937 to 1.000
- Grade 10 to grade 11; an increased survival ratio from .956 to 1.000
- Grade 11 to grade 12; an increased survival ratio from .986 to 1.000

The Summary: Estimated Cohort Enrollment Projections Influenced by AIS in the **Appendix** lists the adjusted low, mid, and high enrollment projections taking into account the expected positive influence of the Academic Intervention Services program (AIS) and the Response to Intervention programs over the next ten years.

The chart below illustrates the enrollment projections resulting from the assumptions that underlie the baseline cohort low, mid, and high scenarios adjusted by the expected influence of the success of a systemic implementation of Academic Intervention Services in grades 9-12 through 2021.

ENROLLMENT DATA

GRADES K-12 ESTIMATED BASE COHORT ENROLLMENT PROJECTIONS INFLUENCED BY SUSTAINED AIS EFFORTS 2012-2021



POTENTIAL HOUSING DEVELOPMENTS

The officials from the Towns of East Greenbush, Schodack and North Greenbush shared the best available information about residential development projects as of February 2011. The information reflects new residential units that are expected *in addition* to the normal annual number of permits given for construction of residential units.

The time and willingness of the codes/planning officials to share their expertise, information, and local market knowledge are appreciated and are valuable assets to the study and to the East Greenbush Central School District.

At present, the town/village officials report that there are no official completion timelines for all the residential projects or solid estimates for when units will be built and potentially ready for buyers. Cost of materials, the mortgage market, the ebbs and flow of the general economy and job market can influence the build-out schedule of proposed residential projects. As such there are no identifiable build-out schedules that can be quantified with credible certainty.

Because so little is known about the build-out schedule of the potential developments, the study takes a very conservative approach in estimating the potential influence of the new residential market on future enrollments in the East Greenbush school district. The projection term to estimate future enrollments is a maximum of ten years into the future. Such a term is outlined in Commissioner's Regulation 1551.1 regarding facility planning. Unless there is a major variable that 'jump starts' the volume of residential development proposed in the area served by the district, the information from the respective municipalities indicates that any enrollment impact on the school district due to most of the residential projects acted upon so far by the various Planning Boards may not start to be a volume factor for at least another six years.

ENROLLMENT DATA

There is a significant number of single family housing development either approved or in progress of seeking approval. The residential development projects are listed on the next page.

The potential for new residential units within the East Greenbush School District is significant. Charted below is the status of the various developments/ideas on record. Senior housing projects are not included.

STATUS: Single family units	Town of East Greenbush	Town of Schodack	Town of North Greenbush
Now constructing/on the market:	76	10	95
Conditional approval:	74		
Preliminary approval:	180		
Preliminary review:			74
“Waiting”	23	63	
Seeking subdivision approval:	186		
In concept review:	90		
<i>ESTIMATED TOTALS:</i>	<i>629</i>	<i>73</i>	<i>68</i>
STATUS: Rental units	Town of East Greenbush	Town of Schodack	Town of North Greenbush
Renting this year:			104
“Waiting”			180
<i>ESTIMATED TOTALS:</i>			<i>284</i>

To hypothetically estimate specific numbers of new East Greenbush pupil enrollments because of all of the proposed residential development on the record would not be diligent or reliable at this juncture since available information about the project build-out timelines is incomplete. In addition, the past three years of the housing market does not provide a pattern from which to estimate how long a unit will take to sell and therefore which school year any potential school aged population may influence the school district enrollment.

ENROLLMENT DATA

TOWN OF EAST GREENBUSH			TOWN OF SCHODACK			TOWN OF NORTH GREENBUSH		
Development	Units	2/2012 Status	Development	Units:	2/2012 Status	Development	Units:	2/2012 Status
Michaels View	37 single family	Conditional approval; est. 3 years selling	Goldstein	3 single family	Are building	Quackenderry Commons	180 apartments	'ready to go'
Park Ridge	29 single family	selling	Hidden Pond	27 single family	All approved; unknown	Birchwood Hills	61 single family	'ready to go'; waiting
Country Meadows	6 single family	selling	Kimney	14 single family	'On hold'	Partridge Hill Apartments II	104 apartments	Ready for occupancy this year
Tobin Subdivision	8 single family	selling	Stable Gate	15 mix single family/duplex	'On hold'	Crowne Point	40 condo units over 55 occupancy	Under construction
Thompson Way	20 attached single family; 3 single	estimate 3-4 years	Birchwood Acres	4 single family	unknown	McKatie Meadows	4 single family	No progress
Kensey Senior Apartments	50 senior apartments	Conditional approval	Highlands Phase 2	4 single family	proceeding	Eastwyck Village (Best and Rt.43)	110 Senior citizen apartments	Complete and renting
Forrest Ponte II	40 attached single family	Preliminary review	Servidone	3 single family	proceeding	Wehnau	74 units ; single and town houses	Preliminary review
Fieldcrest Estates	6 single family	Selling	Logans Landing	3 single family	unknown	McWood Place	3 single family	approved
Village at ThompsonHill	90 single family	concept review stage	Denise Mayrer	2 single family	unknown			
Carver Court	70 single family 116 condos	Needs subdivision approval	Edwin Williams	2 single family	unknown			
Ridge Road	88 'seniors' apartments	approved						
Witbeck-PDD	62 attached single family 38 detached	Preliminary review						
Witbeck Subdivision	36 attached single family; 1 single	Conditional approval						
Falcon Ridge	32 single family	Preliminary review						
Berkely Estates	38 single family	Preliminary review						
Birch Haven Estates (Birch Lane)	26 twin homes; 1 single	selling						

POTENTIAL IMPACT OF THE HOUSING MARKET ON FUTURE SCHOOL DISTRICT ENROLLMENTS

The residential development data from the Towns suggest that there is the *potential* for 770 single family residential units and 284 apartments to be built in the East Greenbush School District.

The methodology used to calculate estimated enrollment projections influenced by a robust housing market assumes factors that describe patterns of household occupancy locally in the school district as opposed to regionally or statewide. The methodology of the study assumes that:

- All of the additional single-family residences suspected to be on the market will be owner occupied.
- None of the new households will be occupied by seasonal residents.
- Occupation of the homes will reflect the Census 2010 five year estimated on-average East Greenbush School District household size of 2.57 for single family homes; and 1.87 for rental units.
- The Census 2010 five year estimated percentages of population for age group cohorts in the geography bounded by the East Greenbush School District are valid estimates in 2011.

(4.7%) Estimated under five years old
(6.7%) Estimated new enrollment grades K, 1,2,3,4 ---ages 5, 6, 7,8, and 9 years
(6.4%) Estimated new enrollment grades 5, 6, 7, 8, 9 ---ages 10, 11, 12, 13, 14 years of age
(5.6%) Estimated new enrollment grades 10,11,12 ---ages 15, 16, 17, 18

- All children who live in the new housing will attend the public school and not a private school or undertake a home-schooled experience.

Implementing the methodology, the 770 single family units could possibly generate an added resident population 1979 people for the areas served by the East Greenbush School District. The 284 rental apartments could possibly generate an added resident population of 531 people for the areas served by the East Greenbush School District. Using the 2010 five year average census data for the East Greenbush School District, it may be possible that out of the potential new population of 2510 people new to the district because of the added housing units planned, 117 may be pre-school children; about 168 may be elementary aged children; 160 may be middle school aged children; and about 140 may be high school aged children. It is possible, then, to expect that each new household unit may have on average .55 of a resident who is under the age of 18. Currently, based on the latest 2010 Census estimates, there is on average .29 children under the age of 18 per household in the East Greenbush School District.

Therefore, for example, if 100 of the proposed housing units were constructed and sold in one year, then the school district could reasonably expect between 29 and 55 children under the age of eighteen to move to the district with 23 to about 44 of them to be school aged between five and eighteen years of age. The estimated enrollment impact for each 100 new households occupied in a year—given the current demographic data regarding the school district—is about 2 to 4 new students per grade level.

It is suggested that the high range enrollment projections provided by the study incorporate such a potential enrollment increase if the new housing units are built and sold over the next five to ten years.

The district and its planning committee have regularly communicated with town planning offices. This ongoing regularly scheduled dialog with the knowledgeable representatives of the codes/planning office of each Town that makes up the school district should continue on a regular basis. When the economy positively changes, it seems the potential new housing market in East Greenbush is ready to meet the pent up demand prevalent in the current economic climate. Since the construction and marketing of these potential household units will have an influence on the future enrollments of the district, it is important to monitor any progress on a regular basis.

Realtor Insights

Also, Mr. John Mooney of Realty USA was interviewed to understand the current market and to estimate the future residential market in the school district. The time and willingness of Mr. Mooney to share his expertise, information, and local market knowledge is appreciated and is a valuable asset to the study and to the East Greenbush Central School District.

In an interview, Mr. John Mooney, local realtor for Realty USA, described the local housing market in January and February as “very good.” Interest rates are very good for mortgages. He discussed how he has clients in the East Greenbush School District who are ‘moving up’ with their housing and wish to remain in the East Greenbush School District. The school district has always been a positive asset to attract buyers. That reputation has increased for potential home buyers with the Red Mill designation as a Blue Ribbon school. The issue of school taxes is a discussion point throughout New York State. Mr. Mooney finds that family-aged buyers are concerned about school property taxes, but they also value ‘good schools’ for their children.

Similar to last year, the starter home market is stronger than the higher end home market. He also shared the chip factory workers in nearby Saratoga County and technology workers in nearby Albany County are interested in the East Greenbush housing market. He finds such real estate clients, who are used to 90 minute drives to work where they used to live, are very pleased with only a 25 minutes drive to work in Saratoga County and about a 10 minutes drive to Albany County.

When asked about the potential volume of housing units ‘on the books’ for possible development in the East Greenbush School District, Mr. Mooney explained that ‘he is not surprised’. He called Rensselaer County a discovered ‘sleeping giant’ for residential housing. He agrees that it is difficult to estimate when the diverse array of housing developments will achieve fruition given the economy even though the economy seems to be ‘moving again in the right direction.’ However, he adds that the ‘seeds are planted’ for a robust housing market in the East Greenbush School District and the rest of Rensselaer County.

SUMMARY OF K-12 ENROLLMENT PROJECTION DATA CALCULATIONS

The charts that follow summarize the six enrollment projection calculations through 2021-2022 undertaken in this study based on the application of the cohort survival statistic; annual total live birth analysis to project potential kindergarten enrollments in the future; assumptions about retaining all pupils through high school completion; and assumptions based on current estimates of new housing units expected in the district. The enrollment estimates are projections and not predictions. All enrollment projections for years further in the future (plus five years) have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by

the economy, or by other events. The projections do offer a starting point for analyzing and understanding the elements of future school district demographic change.

CHART SEVEN: GRADES K-5 ESTIMATED ENROLLMENT SCENARIOS 2012-2016

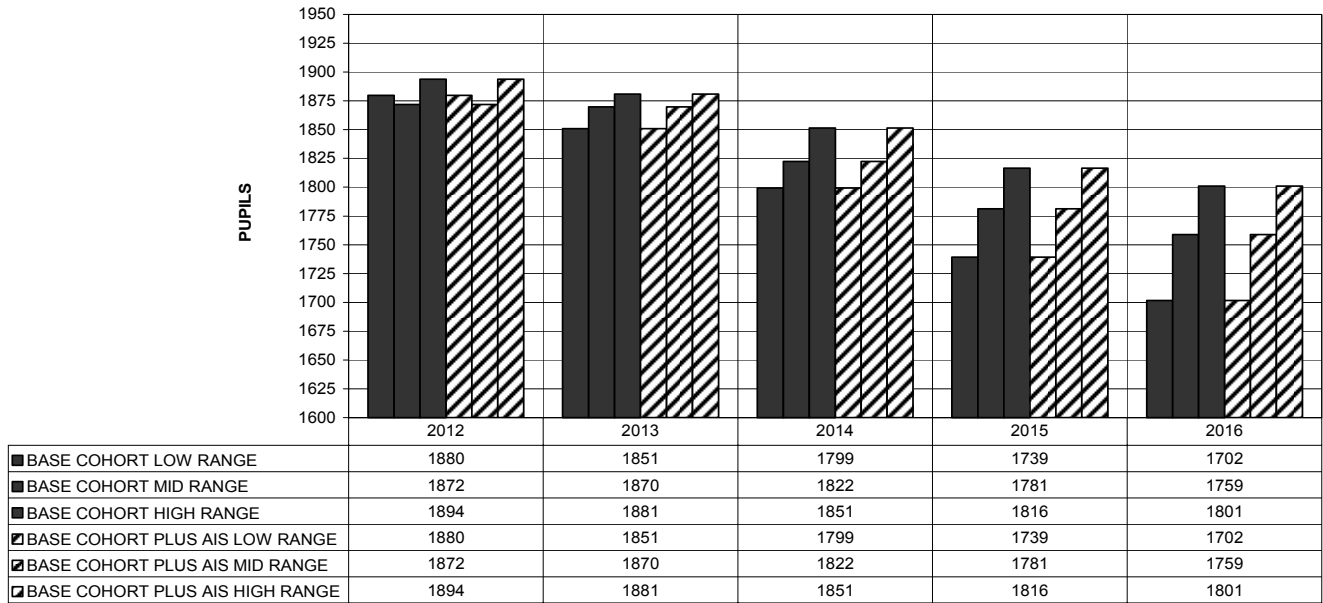


CHART EIGHT: GRADES 6-8 ESTIMATED ENROLLMENT SCENARIOS 2012-2019

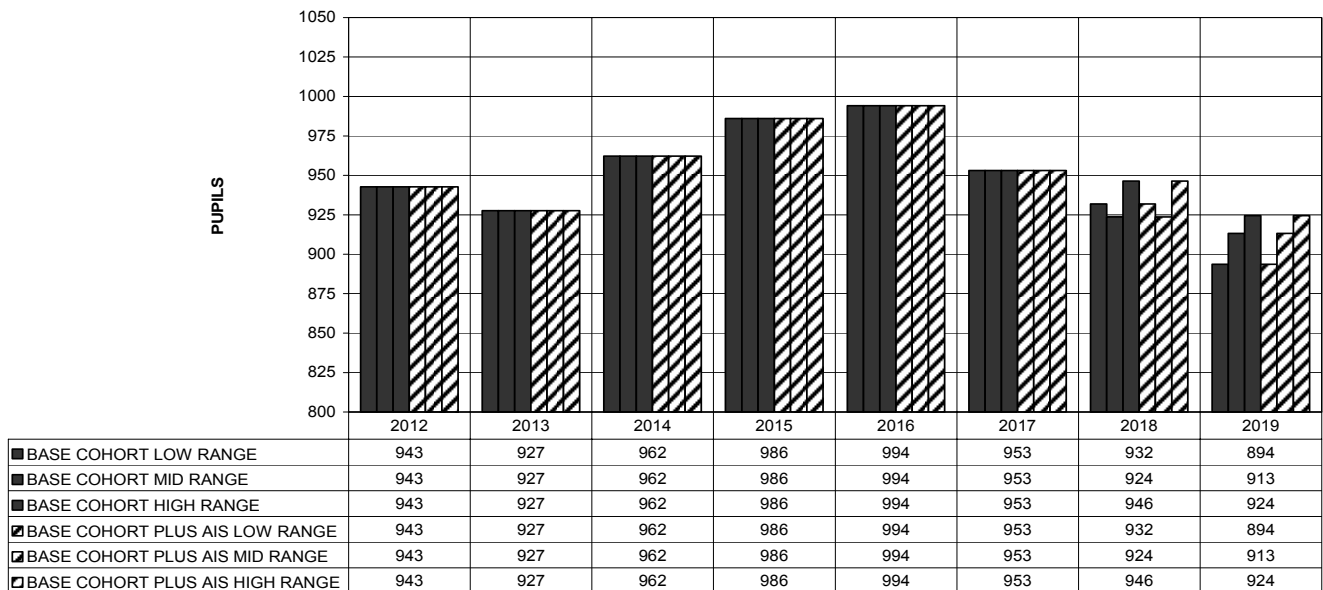


CHART NINE: GRADES 9-12 ESTIMATED ENROLLMENT SCENARIOS 2012-2021

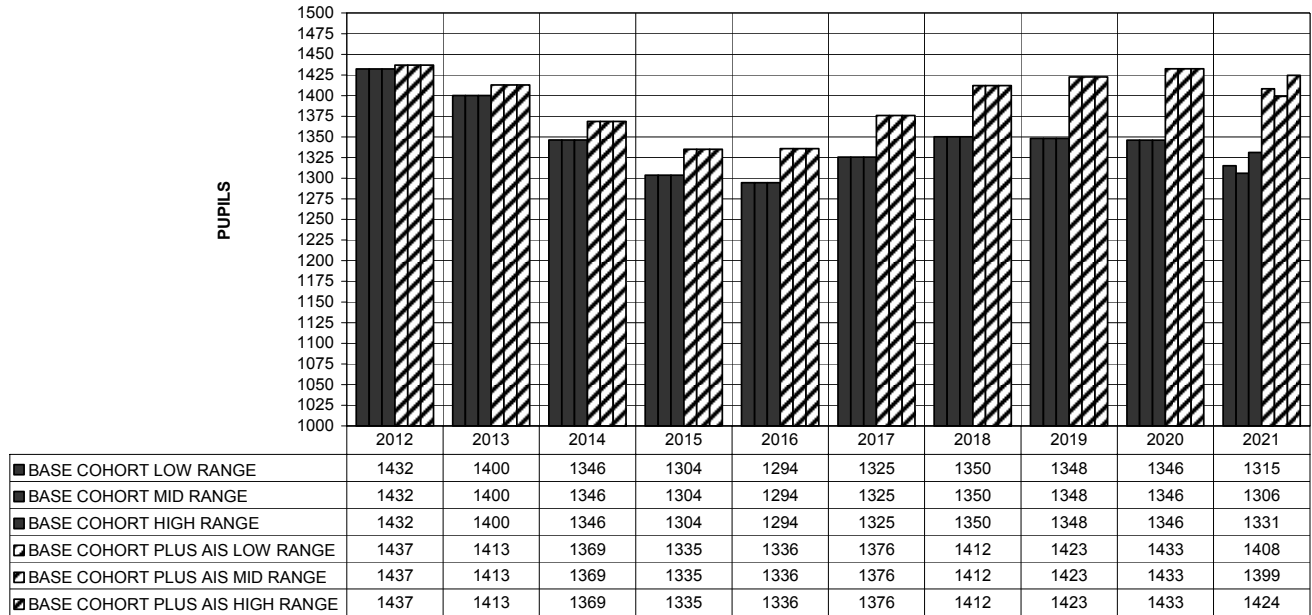
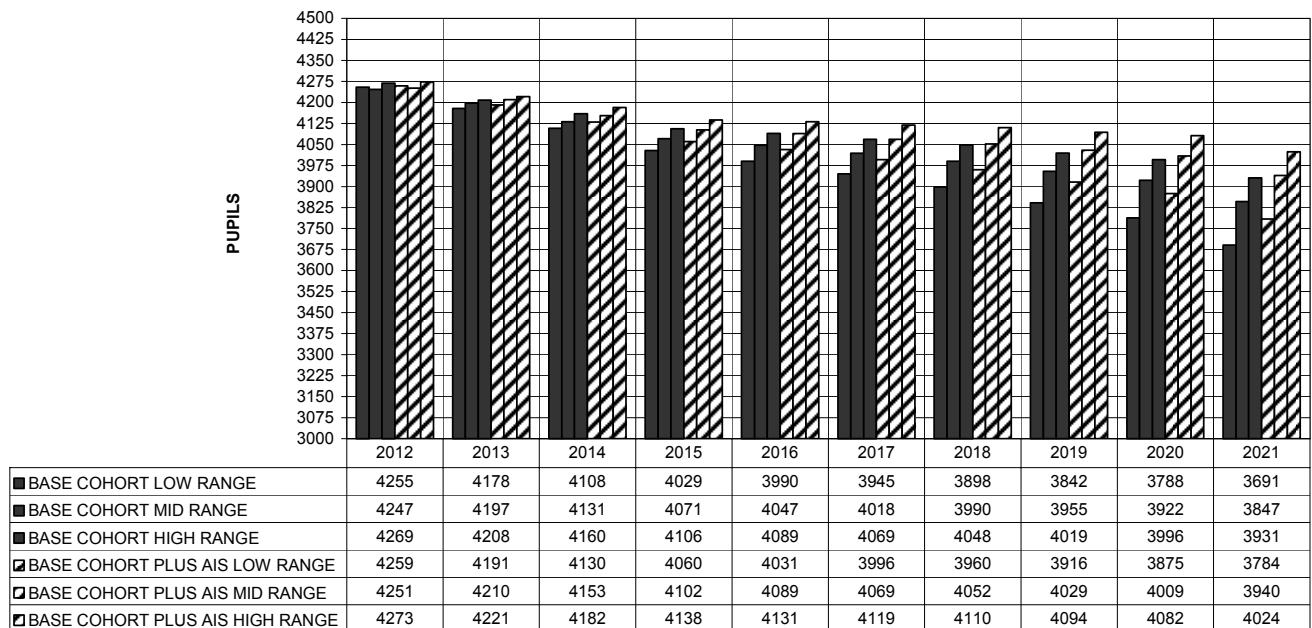


CHART TEN: GRADES K-12 ESTIMATED ENROLLMENT SCENARIOS 2012-2021



The table below is a helpful resource as the district undertakes its ongoing short and long-range planning efforts regarding its vision for the educational program to be delivered and the use of the school building assets of the district. The highlighted estimates follow SED planning guidelines with regard to applying enrollment projections to anticipated space needs in the future. Commissioner’s Regulation 155.1 requires districts to match facility planning with the estimated grades K-5 (6) enrollment five years into the future; grades (6) 7-8 enrollment eight years into the future; and estimated grades 9-12 enrollment ten years into the future.

Enrollment Projections Set I: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2006-2007 to the present.

Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12
CURRENT ENROLLMENT	2011-2012	1877	944	1496
Baseline Cohort Low Range	2016-2017	1702	994	1294
	2019-2020	1600	894	1348
	2021-2022	1533	842	1315
Baseline Cohort Mid Range	2016-2017	1759	994	1294
	2019-2020	1693	913	1348
	2021-2022	1647	894	1306
Baseline Cohort High Range	2016-2017	1801	994	1294
	2019-2020	1747	924	1348
	2021-2022	1692	907	1331

Enrollment Projections Set II: Baseline linear cohort survival statistic calculations based on live birth trends and historical enrollment since 2006-2007 to the present; plus the estimated impact of systemic Academic Intervention Services at the secondary level.

Calculation	Year	Grades K-5	Grades 6-8	Grades 9-12
CURRENT ENROLLMENT	2011-2012	1877	944	1496
Baseline Cohort Plus AIS Low Range	2016-2017	1702	994	1336
	2019-2020	1600	894	1423
	2021-2022	1533	842	1408
Baseline Cohort Plus AIS Mid Range	2016-2017	1759	994	1336
	2019-2020	1693	913	1423
	2021-2022	1647	894	1399
Baseline Cohort Plus AIS High Range	2016-2017	1801	994	1336
	2019-2020	1747	924	1423
	2021-2022	1692	907	1424

CAUTIONS CONCERNING ENROLLMENT PROJECTION ESTIMATES

All enrollment projections for years further in the future (plus five years) have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. Key factors of population change relating to school enrollments are

often interrelated and can multiply as one or more factors unexpectedly change or change significantly from their status at the time of this study. Future enrollments are positively affected by:

- Added births in the district and the resulting added kindergarten enrollments.
- The reductions in private school/home school/charter school enrollments
- The increase in the enrollment retention of students through grade 12 as completers of a diploma program.
- A robust employment market that can attract new residents with children and/or who are at childbearing age.
- A robust housing market that can attract new residents with children and/ or who are at childbearing age.
- Increased enrollment of tuitioned students from other school districts.

Similarly, future enrollment projections can be negatively affected by the antitheses of the same variables. Therefore, the enrollment projection estimates should be revisited and updated yearly, accounting for any major changes in: the assumptions that base the methodology of this study; the annual live birth data for the district; major shifts in the housing market and employment market opportunities from what has been expected; changes in the educational program offered; and/or changes in the non-public school, charter school, or out of school district enrollments by East Greenbush School District residents; or major immediate changes to the numbers of pupils tuitioned from other school districts.

The *Enrollment Projection Calculations* provide sets of estimates about future K-12 enrollments ranging from ‘low’ to ‘high’ based on defined assumptions and historical patterns of population and enrollment data. It is suggested that the Board of Education and the school district leadership team discuss the projection scenarios and come to consensus with the community about what the *school district and the community* believe about the local future—will the “glass be filled, half filled or half empty?” with regard to such items as increased numbers of pupils completing graduation, new residential construction, new population to the district, and increased jobs within commuting distance of the district.

Appendix: Tables and Charts Illustrating the Enrollment Projection Estimates

TABLE 7-A: LOW RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003	0.999	1.008	0.999	1.010	1.007	0.999	1.006	1.114	0.937	0.956	0.986
---------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

12-13	306	298	305	330	340	302	311	311	321	350	371	365	346	4255
13-14	267	307	297	307	329	343	304	311	313	357	328	355	360	4178
14-15	286	268	306	300	307	333	346	304	313	348	335	313	350	4108
15-16	267	287	267	309	300	310	335	345	306	348	326	320	309	4029
16-17	267	268	286	269	309	303	312	335	347	340	326	312	316	3990
17-18	262	268	267	289	269	312	305	312	337	387	319	312	308	3945
18-19	256	263	267	269	288	272	314	304	314	375	362	305	308	3898
19-20	251	257	262	269	269	291	274	314	306	349	351	347	301	3842
20-21	246	252	256	264	269	272	293	274	315	341	327	336	342	3788
21-22	241	247	251	258	264	272	274	293	275	351	320	313	331	3691

TABLE 7-B: MID RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003	0.999	1.008	0.999	1.010	1.007	0.999	1.006	1.114	0.937	0.956	0.986
---------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

12-13	298	298	305	330	340	302	311	311	321	350	371	365	346	4247
13-14	294	299	297	307	329	343	304	311	313	357	328	355	360	4197
14-15	290	295	298	300	307	333	346	304	313	348	335	313	350	4131
15-16	286	291	294	301	300	310	335	345	306	348	326	320	309	4071
16-17	282	287	290	297	301	303	312	335	347	340	326	312	316	4047
17-18	278	283	286	293	296	304	305	312	337	387	319	312	308	4018
18-19	275	279	282	289	292	300	306	304	314	375	362	305	308	3990
19-20	271	276	278	285	288	295	302	305	306	349	351	347	301	3955
20-21	267	272	275	281	284	291	297	301	307	341	327	336	342	3922
21-22	263	268	271	277	280	287	293	297	303	342	320	313	331	3847

TABLE 7-C: HIGH RANGE BASELINE COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003		0.999		1.008		0.999		1.010		1.007		0.999		1.006		1.114		0.937		0.956		0.986		
---------------	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	--

12-13	320		298		305		330		340		302		311		311		321		350		371		365		346	4269
13-14	283		321		297		307		329		343		304		311		313		357		328		355		360	4208
14-15	308		284		320		300		307		333		346		304		313		348		335		313		350	4160
15-16	292		309		283		323		300		310		335		345		306		348		326		320		309	4106
16-17	289		293		308		286		323		303		312		335		347		340		326		312		316	4089
17-18	286		290		292		311		285		326		305		312		337		387		319		312		308	4069
18-19	282		287		289		295		311		288		328		304		314		375		362		305		308	4048
19-20	278		283		286		292		294		314		290		328		306		349		351		347		301	4019
20-21	275		279		282		289		291		297		316		290		330		341		327		336		342	3996
21-22	271		276		278		285		288		294		300		316		292		367		320		313		331	3931

**TABLE 8-A: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12 AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS
LOW RANGE**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003		0.999		1.008		0.999		1.010		1.007		0.999		1.006		1.114		0.937		0.956		0.986		
---------------	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	-------	--	--

12-13	306		298		305		330		340		302		311		311		321		350	0.943	373	0.961	367	0.987	347	4259
13-14	267		307		297		307		329		343		304		311		313		357	0.949	332	0.965	360	0.989	363	4191
14-15	286		268		306		300		307		333		346		304		313		348	0.956	342	0.970	322	0.990	357	4130
15-16	267		287		267		309		300		310		335		345		306		348	0.962	335	0.974	333	0.992	319	4060
16-17	267		268		286		269		309		303		312		335		347		340	0.968	337	0.978	328	0.993	330	4031
17-18	262		268		267		289		269		312		305		312		337		387	0.975	332	0.983	331	0.994	326	3996
18-19	256		263		267		269		288		272		314		304		314		375	0.981	380	0.987	328	0.996	330	3960
19-20	251		257		262		269		269		291		274		314		306		349	0.987	370	0.992	376	0.997	327	3916
20-21	246		252		256		264		269		272		293		274		315		341	0.994	347	0.996	369	0.999	376	3875
21-22	241		247		251		258		264		272		274		293		275		351	1.000	341	1.000	347	1.000	369	3784

**TABLE 8-B: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS
MID RANGE**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003	0.999	1.008	0.999	1.010	1.007	0.999	1.006	1.114	0.937	0.956	0.986
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

12-13	298		298		305		330		340		302		311		311		321		350	0.943	373	0.961	367	0.987	347	4251
13-14	294		299		297		307		329		343		304		311		313		357	0.949	332	0.965	360	0.989	363	4210
14-15	290		295		298		300		307		333		346		304		313		348	0.956	342	0.970	322	0.990	357	4153
15-16	286		291		294		301		300		310		335		345		306		348	0.962	335	0.974	333	0.992	319	4102
16-17	282		287		290		297		301		303		312		335		347		340	0.968	337	0.978	328	0.993	330	4089
17-18	278		283		286		293		296		304		305		312		337		387	0.975	332	0.983	331	0.994	326	4069
18-19	275		279		282		289		292		300		306		304		314		375	0.981	380	0.987	328	0.996	330	4052
19-20	271		276		278		285		288		295		302		305		306		349	0.987	370	0.992	376	0.997	327	4029
20-21	267		272		275		281		284		291		297		301		307		341	0.994	347	0.996	369	0.999	376	4009
21-22	263		268		271		277		280		287		293		297		303		342	1.000	341	1.000	347	1.000	369	3940

**TABLE 8-C: COHORT SURVIVAL STATISTIC ENROLLMENT PROJECTIONS GRADES K-12
AND ESTIMATED INFLUENCE OF ACADEMIC INTERVENTION EFFORTS
HIGH RANGE**

YEAR	KNDG	R	1ST	R	2ND	R	3RD	R	4TH	R	5TH	R	6TH	R	7TH	R	8TH	R	9TH	R	10TH	R	11TH	R	12TH	TOTAL
06-07	322		319		314		309		347		373		339		380		330		457		387		371		367	4615
07-08	295	0.99	319	0.98	313	1.04	326	1.02	316	1.06	367	1.02	382	0.98	333	1.01	384	1.16	383	0.94	428	0.97	377	0.99	366	4589
08-09	332	0.99	293	0.97	310	0.99	309	0.96	313	0.99	313	1.00	367	1.01	387	1.03	342	1.11	426	0.94	361	0.94	404	0.97	364	4521
09-10	328	0.98	326	1.03	303	1.02	316	1.01	311	1.03	322	1.02	318	0.98	361	1.01	391	1.12	384	0.96	408	0.95	343	0.99	400	4511
10-11	293	1.01	330	1.02	331	0.97	293	0.99	312	0.98	306	0.98	315	1.00	319	1.00	360	1.08	421	0.94	361	0.94	384	1.03	354	4379
11-12	297	1.04	305	0.99	327	1.03	340	1.02	299	0.99	309	1.02	311	1.01	319	0.98	314	1.10	396	0.91	382	0.97	351	0.96	367	4317

Average Ratio	1.003	0.999	1.008	0.999	1.010	1.007	0.999	1.006	1.114	0.937	0.956	0.986
----------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

12-13	320		298		305		330		340		302		311		311		321		350	0.943	373	0.961	367	0.987	347	4273
13-14	283		321		297		307		329		343		304		311		313		357	0.949	332	0.965	360	0.989	363	4221
14-15	308		284		320		300		307		333		346		304		313		348	0.956	342	0.970	322	0.990	357	4182
15-16	292		309		283		323		300		310		335		345		306		348	0.962	335	0.974	333	0.992	319	4138
16-17	289		293		308		286		323		303		312		335		347		340	0.968	337	0.978	328	0.993	330	4131
17-18	286		290		292		311		285		326		305		312		337		387	0.975	332	0.983	331	0.994	326	4119
18-19	282		287		289		295		311		288		328		304		314		375	0.981	380	0.987	328	0.996	330	4110
19-20	278		283		286		292		294		314		290		328		306		349	0.987	370	0.992	376	0.997	327	4094
20-21	275		279		282		289		291		297		316		290		330		341	0.994	347	0.996	369	0.999	376	4082
21-22	271		276		278		285		288		294		300		316		292		367	1.000	341	1.000	347	1.000	369	4024

BASE COHORT ENROLLMENT PROJECTIONS SUMMARY

YEAR	LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION			
	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS	K-5	6-8	9-12	TOTALS
2012	1880	943	1432	4255	1872	943	1432	4247	1894	943	1432	4269
2013	1851	927	1400	4178	1870	927	1400	4197	1881	927	1400	4208
2014	1799	962	1346	4108	1822	962	1346	4131	1851	962	1346	4160
2015	1739	986	1304	4029	1781	986	1304	4071	1816	986	1304	4106
2016	1702	994	1294	3990	1759	994	1294	4047	1801	994	1294	4089
2017	1667	953	1325	3945	1740	953	1325	4018	1790	953	1325	4069
2018	1616	932	1350	3898	1717	924	1350	3990	1752	946	1350	4048
2019	1600	894	1348	3842	1693	913	1348	3955	1747	924	1348	4019
2020	1560	882	1346	3788	1670	906	1346	3922	1714	936	1346	3996
2021	1533	842	1315	3691	1647	894	1306	3847	1692	907	1331	3931

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2012	2191	2064	4255	2183	2064	4247	2205	2064	4269
2013	2155	2023	4178	2174	2023	4197	2185	2023	4208
2014	2145	1963	4108	2168	1963	4131	2197	1963	4160
2015	2074	1955	4029	2116	1955	4071	2152	1955	4106
2016	2014	1976	3990	2071	1976	4047	2113	1976	4089
2017	1971	1974	3945	2044	1974	4018	2095	1974	4069
2018	1930	1968	3898	2022	1968	3990	2080	1968	4048
2019	1874	1968	3842	1995	1960	3955	2037	1982	4019
2020	1853	1935	3788	1968	1955	3922	2030	1966	3996
2021	1807	1883	3691	1941	1906	3847	1992	1939	3931

YEAR	LOW RANGE PROJECTION			MID RANGE PROJECTION			HIGH RANGE PROJECTION		
	K-4	5-6	7-8	K-4	5-6	7-8	K-4	5-6	7-8
2012	1578	613	632	1570	613	632	1592	613	632
2013	1507	647	623	1526	647	623	1538	647	623
2014	1467	678	617	1490	678	617	1519	678	617
2015	1429	645	651	1471	645	651	1507	645	651
2016	1399	615	682	1456	615	682	1498	615	682
2017	1355	616	648	1436	608	648	1464	631	648
2018	1344	586	618	1417	605	618	1463	617	618
2019	1309	565	620	1398	597	612	1433	604	634
2020	1288	565	589	1379	589	608	1416	613	620
2021	1261	546	568	1360	581	600	1398	594	607

SUMMARY: ESTIMATED COHORT ENROLLMENT PROJECTIONS INFLUENCED BY AIS

LOW RANGE PROJECTION				MID RANGE PROJECTION			HIGH RANGE PROJECTION		
YEAR	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12	K-6	7-12	TOTAL K-12
2012	2191	2068	4259	2183	2068	4251	2205	2068	4273
2013	2155	2036	4191	2174	2036	4210	2185	2036	4221
2014	2145	1985	4130	2168	1985	4153	2197	1985	4182
2015	2074	1986	4060	2116	1986	4102	2152	1986	4138
2016	2014	2018	4031	2071	2018	4089	2113	2018	4131
2017	1971	2024	3996	2044	2024	4069	2095	2024	4119
2018	1930	2030	3960	2022	2030	4052	2080	2030	4110
2019	1874	2042	3916	1995	2034	4029	2037	2057	4094
2020	1853	2022	3875	1968	2041	4009	2030	2053	4082
2021	1807	1977	3784	1941	1999	3940	1992	2032	4024

LOW RANGE PROJECTION				MID RANGE PROJECTION				HIGH RANGE PROJECTION				
YEAR	K-5	6-8	9-12	TOTAL K-12	K-5	6-8	9-12	TOTAL K-12	K-5	6-8	9-12	TOTAL K-12
2012	1880	943	1437	4259	1872	943	1437	4251	1894	943	1437	4273
2013	1851	927	1413	4191	1870	927	1413	4210	1881	927	1413	4221
2014	1799	962	1369	4130	1822	962	1369	4153	1851	962	1369	4182
2015	1739	986	1335	4060	1781	986	1335	4102	1816	986	1335	4138
2016	1702	994	1336	4031	1759	994	1336	4089	1801	994	1336	4131
2017	1667	953	1376	3996	1740	953	1376	4069	1790	953	1376	4119
2018	1616	932	1412	3960	1717	924	1412	4052	1752	946	1412	4110
2019	1600	894	1423	3916	1693	913	1423	4029	1747	924	1423	4094
2020	1560	882	1433	3875	1670	906	1433	4009	1714	936	1433	4082
2021	1533	842	1408	3784	1647	894	1399	3940	1692	907	1424	4024

LOW RANGE PROJECTION				MID RANGE PROJECTION			HIGH RANGE PROJECTION		
YEAR	K-4	5-6	7-8	K-4	5-6	7-8	K-4	5-6	7-8
2012	1578	613	632	1570	613	632	1592	613	632
2013	1507	647	623	1526	647	623	1538	647	623
2014	1467	678	617	1490	678	617	1519	678	617
2015	1429	645	651	1471	645	651	1507	645	651
2016	1399	615	682	1456	615	682	1498	615	682
2017	1355	616	648	1436	608	648	1464	631	648
2018	1344	586	618	1417	605	618	1463	617	618
2019	1309	565	620	1398	597	612	1433	604	634
2020	1288	565	589	1379	589	608	1416	613	620
2021	1261	546	568	1360	581	600	1398	594	607